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ABSTRACT

This report presents findings of a nationwide study of student transitions from secondary to postsecondary education that is based on a survey of state higher education agencies and site visits to six states. The report finds a growing role for state higher education agencies in setting minimum college admissions requirements, coexistence of traditional admissions criteria with newer competency-based requirements, and expanding collaboration between postsecondary systems and the K-12 sector in program development. After an introduction, statewide admissions policies are addressed, including types of statewide admissions requirements; their perceived success; competency-based admissions; and open-door, conditional, and other admissions policies. The following section summarizes data on types of student preparation programs and their perceived success. Next, statewide remediation policies are analyzed in terms of types of policies and their perceived success. The final section identifies other state-level student transition issues, such as use of incentive funding and competitive grants. Among eight appendices are: the survey instrument and summaries of statewide college admissions policies; and state data on open door, conditional, and other admissions policies; on programs to improve student preparation and remediation projects; on use of incentive funding to promote institutional change; and on collection and research efforts. (DB)

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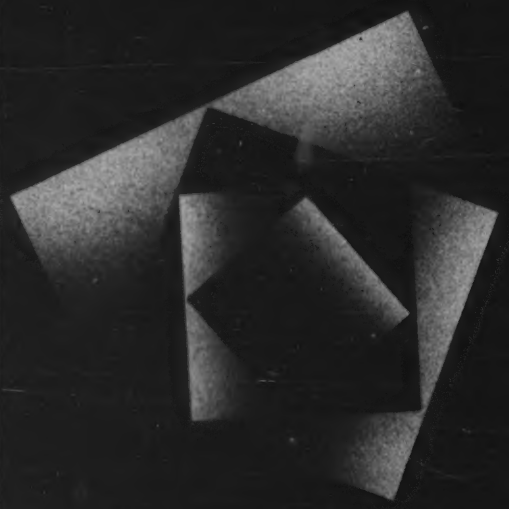

Statewide College Admissions, Student Preparation, and Remediation Policies and Programs

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ACT
Information for Life's Transitions

SHEEO STATE HIGHER EDUCATION EXECUTIVE OFFICERS

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Statewide College Admissions, Student Preparation, and Remediation Policies and Programs

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Summary of a 1997 SHEEO Survey

Alene Bycer Russell

JANUARY 1998

ACT
Information for Life's Transitions

SHEEO STATE HIGHER EDUCATION EXECUTIVE OFFICERS

ACT is a not-for-profit organization that provides a wide range of assessment, career planning, research, and related services. Founded in 1959, ACT currently provides more than 100 programs and services for educators, learners, and business organizations—including career guidance and information programs, professional certification and licensure, research services, data management services, and scholarship support services. Varied in design and purpose, all ACT programs have the same basic intent—to help people achieve their educational and career goals by providing *information for life's transitions.*

The State Higher Education Executive Officers is a nonprofit, nationwide association of the chief executive officers serving statewide coordinating boards and governing boards of postsecondary education. Its objectives include developing the interest of the states in supporting quality higher education; promoting the importance of state planning and coordination as the most effective means of gaining public confidence in higher education; and encouraging cooperative relationships with the federal government, colleges and universities and other institutional state-based associations. Forty-nine states and Puerto Rico are members.

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Foreword

For more than 10 years, the State Higher Education Executive Officers (SHEEO) has supported school-college collaboration initiatives. At various times SHEEO projects have focused on improving the preparation and access of students underrepresented in undergraduate degree programs, on the transition between education and work, and on student transitions from secondary to postsecondary education. The last of these is the focus of our current work, in collaboration with ACT.

The *Study of State Strategies that Support the Successful Transition of Students from Secondary to Postsecondary Education* was guided by our interest in better understanding the role of higher education in ensuring that students are prepared for successful collegiate experiences. Information was collected and analyzed through two activities—a 50-state survey of state higher education agencies and site visits to six states: Colorado, Georgia, Maryland, Ohio, Washington, and Wisconsin.

SHEEO and ACT will disseminate the outcomes of this study over the next year through a variety of venues. This comprehensive survey report by Alene Bycer Russell, Research Associate for SHEEO, provides baseline data on current state policies and initiatives in three broad areas: admissions policies and practices, student preparation programs, and remediation policies. To supplement the survey, SHEEO and ACT staff, along with representatives from education agencies across the country, conducted site visits in six states that are demonstrating leadership in two areas—the development of systemic linkages of K-12 and postsecondary programs (called K-16 or P-16 systems) and changes in college admissions policies and practices to more effectively align with school restructuring efforts. The results of those visits will be reported in a series of subsequent strategy briefs and other publications.

We hope that you will find the data and analyses helpful in your own examination of these important issues, and we encourage the use of these materials as background for collaborative discussions between K-12 and postsecondary education leaders. We also welcome your comments and suggestions for future study.

James R. Mingle
Executive Director
State Higher Education Executive Officers

Acknowledgments

For the past several years, the State Higher Education Executive Officers association (SHEEO) has been examining the linkages between the K-12 sector, postsecondary education, and the workplace. In October 1996, in collaboration with ACT, SHEEO embarked on the *Study of State Strategies that Support the Successful Transition of Students from Secondary to Postsecondary Education.* Based on a 50-state survey conducted by SHEEO earlier this year, this report is the first major publication to emerge from this study.

Esther M. Rodriguez, Associate Executive Director of SHEEO, deserves recognition for her ongoing leadership in this area and for helping SHEEO sustain a commitment to these issues over the years. With the support of the SHEEO Committee on School/College/Work Transitions, her vision and hard work have made possible this study of student transitions. I am grateful for her direction and assistance in undertaking this survey.

I also wish to thank the participants at the project design meeting in Iowa City, Iowa—which took place in fall 1996—for their review and critique of early drafts of the survey instrument, and, most of all, the many staff members of the SHEEO agencies and system offices who took the time and effort to complete this survey. A few additional individuals deserve special mention for their contributions to this study: James R. Mingle, Executive Director of SHEEO, Robert Wallhaus, consultant to SHEEO, Jeanine Grinage, New York, chair of the SHEEO Committee on School/College/Work Transitions, and two ACT staff members—Donald Carstensen, Vice President, Educational Services Division, and Thomas H. Saterfiel, Senior Vice President, Workforce and Professional Services.

One of the aims of this project has been to provide national information that is comprehensive, accurate, and up-to-date. The information contained in this report reflects what was current at the time these data were collected, from January through May 1997. We encourage readers to keep us current with developments in their states, and we welcome your comments on this report.

Alene Bycer Russell
Research Associate
State Higher Education Executive Officers

Introduction

In the fall of 1996, the State Higher Education Executive Officers (SHEEO) began the study of *State Strategies that Support the Successful Transition of Students from Secondary to Postsecondary Education,* co-sponsored by ACT. This study, which includes a survey of state higher education agencies, continues the work of SHEEO and other organizations in examining the scope and types of statewide admissions policies, student preparation programs, and remediation policies.

The 1995 SHEEO report *College Admissions: A New Role for States* noted that, historically, colleges and universities have set their own admission requirements with relatively little involvement by states (Rodriguez 1995). This began to change in the early 1980s, however, largely as a result of several reports published during this period citing the underpreparation of high school students for college. (Most often cited is the 1983 publication *A Nation at Risk* by the National Commission on Excellence in Education.) Improving student success in college, reducing the need for remediation, and ensuring timely graduation became common concerns and subjects of public policy debate. Hoping to strengthen student preparation for college and to reduce the need for postsecondary remediation, state higher education agencies and state legislatures responded by adopting statewide admissions requirements.

These new roles for state agencies served largely to support and guide institutional efforts to raise the admission floor; ultimate authority for admissions requirements and decisions remained largely with institutions. A 1995 report, *Challenges in College Admissions: A Report of a Survey of Undergraduate Admissions Policies, Practices, and Procedures,* provides some explanation of these trends. Jointly sponsored by the American Association of Collegiate Registrars and Admissions Officers, ACT, the College Board, Educational Testing Service, and the National Association of Collegiate Admission Counselors, this study compared results of institutional surveys conducted in 1979, 1985, and 1992; it found that the number of state higher education agencies exercising "primary responsibility for establishing broad admissions guidelines" for four-year public institutions grew from 9 to 30 states during this period, and the number of state legislatures exercising similar responsibility grew from 14 to 26 states (Breland et al. 1995). Nevertheless, the majority of institutions still saw themselves as "mainly responsible" for setting specific admissions policies.

Along with changing responsibilities for admissions policies, this same study found evidence that college admission policies themselves had changed over the years. The most recent institutional survey described in the Breland report asked retrospective questions comparing the present (1992) to five years earlier. It found that in 32 percent of institutions, the coursework requirements reported were higher in 1992 than five years before, and in 48 percent of institutions, the high school GPA/class rank requirements, as well as test score requirements, reported were higher (Breland 1995).

Over the decades of the 1980s and 1990s, a key concern has arisen—namely, that imposing higher admissions standards might limit access to postsecondary education for underrepresented groups, and certain racial and ethnic groups in particular. State higher education agencies are addressing this issue by taking a broad look at postsecondary systems and needs. By connecting admissions

requirements to institutional role and mission, states can maximize access while supporting greater selectivity at some institutions. State agencies also are developing policies and programs to provide early outreach and academic supports for high school students to increase access. In addition, they are coordinating work with state departments of education and local school districts to better prepare students for college.

During the past two decades, K-12 reform efforts have proceeded in many states and have had additional impact on higher education admissions policies. To link K-12 standards to college admissions, some states are pursuing the development of competency-based admissions standards (Rodriguez 1995). Other states are developing K-16 initiatives and school-college collaborative activities to improve student preparation for college.

Although state-level activity in these areas has been considerable since the 1980s, the national data available to describe them have been somewhat limited. As for previous national surveys, either their scope was limited or their findings are now out of date. Other reports, based on less comprehensive data collection efforts, have provided examples of activities or in-depth information on selected states only. For example, an early SHEEO study, *Higher Education and School Reform: Creating the Partnership,* focused on state efforts for bringing schools and colleges into closer working partnerships. The report cited examples of state activities related to admissions policy, early intervention, high school feedback, resource sharing, and collaborative structures; however, it was not comprehensive and is now out of date (SHEEO 1991). Two noteworthy national surveys from the early 1990s are also now outdated: *Admissions Requirements in Multi-Campus Systems of Public Higher Education in the United States* (Todd 1992) surveyed members of the National Association of System Heads (NASH) about admissions requirements; and *Raising Standards: State Policies to Improve Academic Preparation for College* (Flanagan 1992) looked at statewide postsecondary admissions requirements and feedback from colleges to high schools on student preparation.

State-level Education Reform: Collaborative Roles for Postsecondary Education reported on a SHEEO survey of collaborative state-level education reform efforts, listing which activities addressed admissions standards, competency standards, curriculum development, data collection, early outreach, postsecondary options, and other topics. Based on a survey of SHEEO members, this took a significant step toward systematic data collection but did not provide much detail on the issues (Rodriguez 1994). SHEEO's more recent *College Admission Requirements: A New Role for States* (Rodriguez 1995), while thorough in content, focuses on efforts in only 10 states. Two recent reports published by the Education Commission of the States focus on selective issues related to school reform: *Comprehensive (P-16) Standards-based Education,* is based on empirical data from Colorado (Griffith, 1996), and *Responding to School Reform* contains discussions by David T. Conley on Oregon's proficiency-based admissions system, Larry Rubin on college preparation and admissions in Wisconsin, and Jon Rogers on education reform in Florida (Education Commission of the States 1996).

In the fall of 1996, SHEEO and ACT began the study *State Strategies That Support the Successful Transition of Students from Secondary to Postsecondary Education,* in part to provide current and comprehensive information on the status of statewide admissions policies, student preparation programs, and remediation policies in the 50 states.

A 50-state survey of state higher education agencies was conducted in early 1997, and responses were obtained from all state-level coordinating and governing boards (also called "SHEEO agencies") as well as from several large system-level offices. In addition, a series of in-depth site visits has taken place in six states, and written reports and materials have been gathered. The current report describes the findings from the 50-state survey, and this survey instrument is presented in Appendix A.

This report is intended to serve as a foundation on which future SHEEO projects will be built. Other reports from this project will examine specific policy issues more closely.*

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* Readers unfamiliar with state higher education governance are directed to the *State Postsecondary Education Structures Handbook* (McGuinness, Epper, and Arredondo 1994). Briefly, coordinating boards carry out a variety of "coordination" functions including statewide planning, policy setting and analysis, budget development, and so on but do not govern institutions directly; 1972 marks the culmination of more than a decade of development of these boards. In contrast, statewide governing boards exert direct governing authority over institutions and have generally been in existence longer.

Statewide Admissions Policies

SCOPE AND HISTORY OF STATE INVOLVEMENT

As Table 1 indicates, higher education agencies in 28 states have adopted statewide admissions standards for first-time freshmen at public four-year institutions. Of the remaining 22 states, agencies are involved to varying degrees beyond the institutional level. In Ohio and Virginia, for example, coordinating boards have established *recommended* curricula for admissions, but institutions remain free to set their own minimum standards. In California, a statewide master plan has set target admissions goals for the two major systems, but these systems determine the specifics of their own admissions standards. In three other states— Minnesota, Nebraska, and New York—system governing boards set *systemwide* admissions requirements for the multiple institutions over which they have governing authority, but there are no *statewide* requirements. Thus, in about two thirds of the states, institutions operate in a context in which external guidelines or requirements are in place to determine how freshmen are selected for admission.

This was not always the case. Prior to the 1980s, very few state higher education boards were involved in setting admissions requirements, and most of this activity occurred in states in which statewide *governing* boards had existed for decades. For example, Georgia, Iowa, Mississippi, Nevada, West Virginia, and Wisconsin, all governing board states, were involved to some extent in setting statewide admissions standards prior to the 1980s.

TABLE 1

Adoption of Statewide Admission Requirements by Type of Board

State Higher Education Agency	Do statewide admissions requirements exist?	Year First Adopted	Type of Board
Alabama Commission on Higher Education	no		coordinating
Alaska Postsecondary Education Commission/ University of Alaska System	no		coordinating/ governing
Arizona Board of Regents	yes	1983[1]	governing
Arkansas Department of Higher Education	no		coordinating
California Postsecondary Education Commission	no[2]		coordinating
Colorado Commission on Higher Education	yes	1986	coordinating
Connecticut Department of Higher Education	no		coordinating
Delaware Higher Education Commission	no		coordinating
Florida Postsecondary Education Planning Commission	yes	1982	coordinating
University System of Georgia	yes	1931/1984[3]	governing
University of Hawaii	no		governing
Idaho State Board of Education	yes	1987	governing
Illinois Board of Higher Education	yes	1985	coordinating
Indiana Commission for Higher Education	no		coordinating
Iowa State Board of Regents	yes	many years ago	governing
Kansas Board of Regents	yes	1996	governing
Kentucky Council on Higher Education	yes	1976	coordinating
Louisiana Board of Regents	no		coordinating
University of Maine System	no		governing
Maryland Higher Education Commission	yes	1990	coordinating
Massachusetts Board of Higher Education	yes	1995	governing
Michigan State Department of Education	no		coordinating
Minnesota Higher Education Services Office	no[4]		coordinating
Mississippi Board of Trustees of State Institutions of Higher Learning	yes	1944/1986[5]	governing
Missouri Coordinating Board for Higher Education	yes	1992	coordinating
Montana University Systems	yes	1995	governing
Nebraska Coordinating Commission for Postsecondary Educ	no[6]		coordinating
University and Community College Systems of Nevada	yes	many years ago	governing
New Hampshire Postsecondary Education Commission/ University System of New Hampshire	no		coordinating/ governing
New Jersey Commission on Higher Education	no		coordinating

TABLE 1 (continued)

State Higher Education Agency	Do statewide admissions requirements exist?	Year First Adopted	Type of Board
New Mexico Commission on Higher Education	no		coordinating
New York State Education Department	no[7]		coordinating
University of North Carolina	yes	1984	governing
North Dakota University System	yes	1993	governing
Ohio Board of Regents	no[8]		coordinating
Oklahoma State Regents for Higher Education	yes	1962/1984[9]	coordinating
Oregon State System of Higher Education	yes	1985	governing
Pennsylvania Department of Education/ Pennsylvania State System of Higher Education	no		coordinating/ governing
Rhode Island Office of Higher Education	yes	1983	governing
South Carolina Commission on Higher Education	yes	1984	coordinating
South Dakota Board of Regents	yes	1987	governing
Tennessee Higher Education Commission	yes	1989	coordinating
Texas Higher Education Coordinating Board	yes[10]	1997	coordinating
Utah System of Higher Education	yes	1984	governing
Vermont State Colleges/ University of Vermont	no		governing/ governing
Virginia State Council of Higher Education	no[11]		coordinating
Washington Higher Education Commission	yes	1987	coordinating
State College System of West Virginia/ University of West Virginia System	yes	1976	governing/ governing
University of Wisconsin System	yes	1972	governing
Wyoming Community College Commission	no		coordinating

1 May have existed before this date.
2 No statewide requirements exist, but there has been state-level activity. Under the 1960 Master Plan for Higher Education, the University of California was required to set admission requirements to select its freshmen from the top one eighth of California high school graduates, and the California State University was required to select its freshmen from the top one third.
3 Statewide requirements were adopted in 1931; the College Preparatory Curriculum was adopted in 1984.
4 No statewide requirements exist, but systemwide requirements have existed since 1990 for what are now the four-year colleges in the Minnesota State Colleges and Universities system, formerly the State University System of Minnesota.
5 Statewide requirements were adopted in 1944; the core requirements were adopted in 1986.
6 No statewide requirements exist, but systemwide requirements were adopted for the University of Nebraska system in 1982.
7 No statewide requirements exist, but systemwide requirements were adopted for the City University of New York many years ago.
8 In 1981 the Ohio Board of Regents developed a college preparatory curriculum which it recommended that institutions adopt for unconditional college admission. Institutions have done so voluntarily, but remain autonomous, and, strictly speaking, there are no statewide *requirements*.
9 Statewide requirements exist at least as far back as 1962; a core curriculum was adopted in 1984.
10 In response to *Hopwood* v. *Texas* which banned racial preferences in college admissions, the Texas legislature passed a law in 1997 stating universities *must* admit all students in the top 10 percent of their graduating class and *may* extend automatic admission to students who graduate in the top 25 percent of class.
11 There are no statewide *requirements*, but in 1983 the State Council for Higher Education developed a 23-unit "advanced studies high school diploma" *recommended* for college-bound students.

In contrast, states with higher education *coordinating* boards exercise much less authority over institutions, and their involvement in setting admissions standards has been more recent. California was the first state without a statewide governing board to become involved in this area, though even to this day, it does not directly establish admissions requirements. Under the 1960 Master Plan for Higher Education, the University of California was required to set admissions requirements to select its freshmen from the top one eighth of California high school graduates, and The California State University was required to select its freshmen from the top one third. The Master Plan stated, however, that these two system offices would determine the specifics of how to reach these goals. The Oklahoma State Regents for Higher Education, dating back to 1941 and one of the earliest coordinating boards to be established, began setting statewide admissions standards in 1962, much earlier than other coordinating board states. And in Kentucky, another coordinating board state, the Kentucky Council on Higher Education, established in 1934, has set statewide standards since 1976.

Clearly, the most significant rise in state activity with regard to college admissions took place in the 1980s, after coordinating or governing structures of some kind were in place in all the states. (Except for the three coordinating board states mentioned above, all other coordinating board states became involved in the early 1980s or later.) Many analysts have tied this activity to the 1983 publication of *A Nation at Risk* (National Commission on Excellence in Education 1983) and similar reports that focused on the underpreparation of high school students for college. States responded by attempting to use admissions requirements to strengthen student preparation. During the 1980s, fifteen states made significant strides in the area of statewide admissions policies, either introducing statewide requirements for the first time (Arizona, Colorado, Florida, Idaho, Illinois, North Carolina, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, and Washington) or introducing a statewide core curriculum for the first time after other requirements had been in place (Georgia, Mississippi, and Oklahoma). A few more states followed in the 1990s (Kansas, Maryland, Massachusetts, Missouri, Montana, and North Dakota).

The SHEEO survey asked respondents who or what had been the main influence behind the establishment of admissions requirements. Frequently cited were the SHEEO agencies themselves, state legislatures, universities, and state departments of education (K-12). Reasons admissions requirements were established included the need to raise academic expectations for high school students, to improve academic standards in college, to reduce the need for postsecondary remedial coursework, to have more consistent expectations and standards across the state, and to maintain access across the state.

Though inadequate student preparation for college has dominated state-level concern, it has not been the only factor to affect policy. Concerns about access have played an important role in state activity over this period. Many states have addressed this issue to some extent by maintaining open admissions at the community college level and by permitting a certain proportion of students to enter four-year colleges who have not met minimum requirements. Also, in many cases a state agency can maximize access through developing a tiered system of college admissions in

which flagship institutions offer the most restrictive admissions requirements, comprehensive or regional universities are designed to be moderately selective, and minimal selectivity or open admissions exist at other institutions.

The most recent entry into state-level admissions requirements offers yet a different strategy motivated by concerns about access. In 1997, Texas became involved in admissions activities at the state level in response to the *Hopwood* v. *Texas* decision, which banned racial preferences in college admissions. As a result, to maintain minority enrollments, the Texas legislature passed a law stating universities *must* admit all students in the top 10 percent of their graduating classes and may extend automatic admission to students who graduate in the top 25 percent of their class.

TYPES OF STATEWIDE ADMISSIONS REQUIREMENTS

Table 2 summarizes the types of admissions requirements established by statewide and systemwide offices. This table, designed to be as inclusive as possible, shows the full range of policies in effect, including all 34 states in which admissions policy is addressed beyond the institutional level. Clearly, establishing required high school coursework units is the most widespread practice, occurring in 31 states or systems. Of the 34 states involved, only Colorado, Montana, and Texas have not established minimum statewide coursework requirements. Table 3 provides details on the number of units required in English, math, science, social science, foreign language, and other/electives, and the total units required for college admission. For more details, Appendix B provides state-by-state information on these coursework requirements, including level or type of courses required and acceptable alternatives.

The other common statewide admissions practice, established in 19 of the 34 states or systems, is some kind of eligibility index, sliding scale for admission, or other option based on a combination of ACT/SAT test scores, high school GPA, and/or class rank (sometimes collectively referred to as "performance criteria"). Usually, such a criterion occurs in combination with coursework requirements, and only rarely is an absolute minimum set for one of these performance criteria, giving students no options. More often, an index, scale, or set of choices gives applicants some leeway if scores are low on one measure. With the use of an eligibility index, minimum cutoff points frequently vary by system or institutional selectivity level; that is, the same index is calculated for all college applicants, but different scores must be achieved for admission to different schools, generally tied to institutional role and mission.

These "performance criteria" are used in many ways, and readers are again referred to Appendix B for state-by-state information on college admissions requirements. The following examples demonstrate the complexity of the subject and the variability among states:

- College admissions in Colorado are determined by the CCHE Admission Index, composed of the High School Performance Index, based on GPA and class rank, and the Standardized Test Index, based on ACT or SAT scores. Detailed tables have been established, and cutoff points vary by selectivity level. All coursework requirements are set at the institutional level.

TABLE 2

Types of Statewide Admissions Requirements

	High School Coursework Units	Minimum ACT/SAT Test Scores	Minimum GPA	Minimum Class Rank	Eligibility Index, Sliding Scale, or Other Options Based on ACT/SAT, GPA, and/or Class Rank
Arizona	X				X
University of Calif/Calif State University	X[1]		X[1]		X[1]
Colorado					X[1]
Florida	X		X		X
Georgia	X		X		X[2]
Idaho	X				X
Illinois	X				
Iowa	X[1]			X	
Kansas	X				X
Kentucky	X				
Maryland	X		X[1]		
Massachusetts	X		X[1]		X
Minn State Colleges & Univ	X	X		X	
Mississippi	X				X
Missouri	X				X[1]
Montana					X[1]
University of Nebraska	X				X
Nevada	X		X		
City University of New York	X				X[1]
North Carolina	X				
North Dakota	X				
Ohio (recommended)	X[3]				
Oklahoma	X				X[1]
Oregon	X		X[1]		
Rhode Island	X				X[1]
South Carolina	X				X[1]
South Dakota	X				X
Tennessee	X				
Texas				X[4]	
Utah	X[1]				X[1]
Virginia (recommended)	X[5]				
Washington	X				X[1]

TABLE 2 (continued)

	High School Coursework Units	Minimum ACT/SAT Test Scores	Minimum GPA	Minimum Class Rank	Eligibility Index, Sliding Scale, or Other Options Based on ACT/SAT, GPA, and/or Class Rank
West Virginia	X	X	X		
Wisconsin	X				

[1] According to statewide policy, minimum requirements or cutoff points vary by system/institutional selectivity level.

[2] Beginning 2001, a Freshman Index will be used, with minimum requirements varying by sector.

[3] In 1981 the Ohio Board of Regents developed a college preparatory curriculum which it *recommended* that institutions adopt for unconditional college admission. Institutions have done so voluntarily, but remain autonomous, strictly speaking, and there are no statewide *requirements*.

[4] In response to *Hopwood* v. *Texas*, which banned racial preferences in college admissions, the Texas legislature passed a law in 1997 stating universities *must* admit all students in the top 10% of their graduating class and *may* extend automatic admission to students who graduate in top 25% of class.

[5] There are no statewide *requirements*, but in 1983 the State Council for Higher Education developed a 23-unit "advanced studies high school diploma" *recommended* for college-bound students.

TABLE 3

Summary of Coursework Required for Admission (Expressed as One-year Carnegie Units)

	English	Math	Science	Social Science	Foreign Language	Other/Electives	Total Units
Arizona[1]	4	4	3	2	2	1 fine arts	16
Univ of Calif	4	3	2	2	2	2 electives	15
Calif State Univ	4	3	1	1	2	1 visual/performing arts; 3 electives	15
Florida	4	3	3	3	2	4 electives	19
Georgia	4	3	3	3	2		15
Idaho	4	3	3	2 1/2	1	1 1/2 electives	15
Illinois	4	3	3	3		2 electives	15
Iowa	4	3	3	2-3	0-2		12-15
Kansas	4	3	3	3		1 computer science	14
Kentucky	4	3	2	2		1 health/PE; 8 electives	20
Maryland	4	3	3	3		2 foreign language or advanced technology; 6 electives	21
Massachusetts	4	3	3	2	2	2 electives	16
Minn State Colleges and Univ	4	3	3	3	2		15
Mississippi	4	3	3	3		1/2 computer applications; 1 foreign language or world geography; 1 other elective	15 1/2
Missouri	4	3	2	3	[2][2]	1 visual/performing arts; 3 electives	16
Univ of Nebraska	4	3	3	3	2	1 elective	16
Nevada	4	3	3	3		1/2 computer science	13 1/2
City Univ of NY	4	3	2	4	2	1 fine/visual/perf arts	16[3]
North Carolina	4	3	3	2			12
North Dakota	4	3	3	3	[2][2]		13
Ohio[4]	4	3	3	3	3		16
Oklahoma	4	3	2	3	3		15
Oregon	4	3	2	3	2		14
Rhode Island	4	3	2	2	2	1/2 computer science	13 1/2
South Carolina	4	3	2	3	2	1 PE or ROTC; 1 elective	16
South Dakota[5]	4	3	3	3		1/2 fine arts	13 1/2
Tennessee	4	3	2	2	2	1 visual/performing arts	14
Utah	4	3	3	1	2	4 electives	17

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TABLE 3 (continued)

	English	Math	Science	Social Science	Foreign Language	Other/Electives	Total Units
Virginia[6]	4	3	3	3	3	1 fine/practical arts; 2 health/PE; 4 electives	23
Washington	4	3	2	3	2	1 elective	15
West Virginia	4	2	2	3			11
Wisconsin	4	3	3	3		4 electives	17

[1] Alternatives to high school coursework have been developed for each subject area, based on minimum scores on specific ACT or SAT tests or on specific courses taken at accredited institutions of higher education.

[2] Strongly recommended, but not required.

[3] Currently only 10 units are *required* for admission to senior colleges in CUNY, and the 16 units described here are *recommended*. By 2000, all 16 units will be required.

[4] The course units listed here describe the college preparatory curriculum developed by the Ohio Board of Regents in 1981; the Board *recommended* that all institutions adopt these as requirements for unconditional college admission, and institutions have done so voluntarily. Institutions remain autonomous, however, and strictly speaking, there are no statewide admission *requirements*.

[5] Alternatives to high school coursework have been developed for each subject area, based on minimum scores on specific ACT or Advanced Placement tests.

[6] In 1983 the State Council of Higher Education developed a 23-unit Advanced Studies High School Diploma which it recommended for college-bound students. There are no statewide requirements.

- Massachusetts has established a minimum high school GPA needed for admission to each sector, but if a student does not achieve this GPA, a sliding scale applies in which higher test scores help compensate for lower GPA. However, an absolute minimum GPA (2.0) is in place. Massachusetts also has established statewide coursework requirements that must be met.

- Kansas has three alternative doors to college admission: a pre-college curriculum with a high school GPA of 2.0 *or* a class rank in the top one third or an ACT score of 21. Statewide coursework requirements have been established as well.

- Missouri, which has also established minimum coursework requirements, uses an eligibility index calculated by combining the ACT composite score and the high school percentile rank; cutoff points vary by selectivity level. In addition, state policy states that a student with a high enough ACT score is automatically admitted (27 for "highly selective" institutions, 24 for "selective" institutions, and 21 for "moderately selective" institutions).

- Arizona students must meet just one "general aptitude requirement": class rank (top 25 percent) or high school GPA (3.0) *or* test scores (ACT score of 22 *or* SAT score of 1040). Students must also meet "academic competency requirements," either with a minimum 2.0 GPA in required coursework or by meeting other specified options to high school courses.

Based on the information collected in this survey, we can make the following generalizations about statewide admissions requirements:

- A majority of state higher education agencies are currently involved in setting statewide admissions policies.

- The establishment of required high school coursework units is the most common approach to statewide college admissions.

- Usually in addition to coursework requirements, many states use "performance criteria" for admissions—that is, ACT/SAT test scores, high school GPA, and high school class rank. Students are frequently given options in the form of admissions indices, sliding scales, or choices among criteria so that poor performance on one measure does not preclude admission to college.

- The fact that statewide admissions requirements exist does not mean that all colleges in the state have the same requirements for admission.

  - Frequently state policy sets "cutoff" points that vary by sector, system, and/or institution, allowing certain institutions to remain more selective while other institutions offer greater access to students with lower high school performance.

  - Also, institutions frequently maintain authority to set more restrictive requirements within the framework established by state guidelines. This typically occurs for the more selective institutions in the state, and may also occur for specific schools, programs, or majors within the same institution.

PERCEIVED SUCCESS OF STATEWIDE ADMISSIONS REQUIREMENTS

Survey respondents were asked to indicate, *in their opinion,* what impact state admissions requirements have had on improving student success in the freshman year of college. The choices provided were "major negative impact," "some negative impact," "no impact," "some positive impact," and "major positive impact." Clearly, this is a difficult question to answer in many states for two main reasons: first, because the admissions requirements are too new to assess, or possibly not fully implemented as yet; and second, because the question requires a subjective judgment where hard data may be lacking. On the other hand, many respondents have been heavily involved in the entire process of developing and implementing statewide admissions requirements, and many have participated in raising awareness of the issues statewide, communicating between secondary and postsecondary education, interim efforts to raise high school achievement even before requirements are fully implemented, and so on. In short, they have some solid experience, if not hard data, on which to base an opinion.

Twenty-six respondents offered an opinion on this subject, and the results were quite positive. Twelve felt there had been a *major* positive impact in their states and fourteen felt there had been *some* positive impact. No one indicated a negative impact on improving student success in college as a result of statewide admissions requirements.

While these results are not "hard data" on the subject, they are convincing enough to suggest that generally positive impacts have resulted from state-level involvement in the setting of admissions standards.

COMPETENCY-BASED ADMISSIONS

Another very different approach to college admissions began to appear in the 1990s, largely motivated by K-12 school reform and higher education's interest in not wanting to be a barrier to these efforts. Competency-based admissions are based on measuring "what students know and are able to do" rather than on measures applicable to traditional high school structures. In a few cases, significant school reform legislation passed in the early 1990s will result in major changes taking place in K-16 standards statewide. In other states without such far-reaching legislation, concerns about increasing numbers of home-schooled students and students in nontraditional high schools (whose curriculum is not defined in Carnegie units) led higher education to develop alternative routes to college admission.

Table 4 briefly summarizes the activities of 11 states in the area of competency-based college admissions. Oregon and Washington, both driven by significant school reform legislation of the early 1990s, are farthest along in moving to statewide competency-based admissions. In Oregon, proficiencies have been defined for six content areas (math, science, social sciences, second languages, English and literature, and visual and performing arts), each delineating what a student is expected to know and be able to do to be admitted to an Oregon State System of Higher Education institution; students will also be expected to show mastery of nine cognitive and intellectual skills (reading, writing, listening and speaking, analytic thinking, problem solving, technology, integrative thinking, teamwork, and quality work).

TABLE 4

Summary of State Involvement in Competency-based Admissions

CALIFORNIA	Pilot project underway with very limited number of schools, beginning with fall 1997 applicants. Developing articulation between traditional admissions requirements and student portfolios. Students must demonstrate competencies at least equal to UC's or CSU's core requirements and take the SAT or ACT.
COLORADO	Competency-based admissions adopted 1995 and pilot project underway to develop competencies in five areas and examine the relationships of standards to college success. Math and communication competencies identified thus far, and a research team has developed evaluation questions and methodology for research component.
GEORGIA	Pilot project under development in conjunction with Georgia P-16 Initiative and Postsecondary Readiness Enrichment Program (PREP).
IOWA	Under consideration, but not adopted. Task Force on Applied High School Academics and Other Reformed Curricula began work in 1996 to consider the most effective processes and procedures, including competency-based admissions standards, that might best handle non-traditional curricula.
KANSAS	Adopted 1996 to go into effect 2001. Under development.
MARYLAND	Maryland Partnership for Teaching and Learning, begun in 1995, is committed to a single system for assessing student achievement in K-16. It is expected that competency-based admission requirements will be developed when the high school assessment program is finalized. (Most activity currently at University System of Maryland, not at SHEEO level.)
MINNESOTA	Competency-based admissions was a major focus of the strategic plan for the Minnesota State Colleges and Universities. Initial steps taken in 1992 for state universities, but undetermined when they will go into effect. (Activity at system level, not SHEEO level.)
NEW YORK	A School-to-Work Taskforce is currently reviewing its competency-based admissions materials and will publish recommendations this year. Not yet adopted, and will be under review for the next 2-3 years.
OREGON	Following school reform legislation passed in 1991, the SHEEO agency commissioned the development of a list of knowledge and skills needed for college admissions. In 1994, it adopted the proficiencies contained in the Proficiency-based Admission Standards Study (PASS) as policy. Proficiencies have been developed in six content areas, and beginning with freshman admitted fall 2001, students will be expected to demonstrate proficiency in math and English. Other competencies will be phased in through 2005. Three assessment strategies will be used: state multiple-choice tests, common performance assessments, and teacher verification of student work samples.
WASHINGTON	Following school reform legislation passed in 1993, the SHEEO agency initiated a process in 1995 to revise its admission standards from traditional measures to competency-based standards. Commission on Student Learning has established "Essential Academic Learning Requirements" for what high school students should know and be able to do, and an Admissions Standards Action Committee is defining college admissions standards and developing assessment and reporting prototypes. After a project evaluation phase, will go into effect 2000.
WISCONSIN	Task force appointed in 1992 to examine feasibility of developing a supplemental admission approach for students graduating from high schools with restructured curricula; this was not to replace traditional requirements. The Competency-based Admission Task Force recommended that the UW system adopt a competency-based approach to supplement the current policy, and a pilot study was begun with eight high schools. In December 1997, the University of Wisconsin System adopted competency-based admissions as board policy. Data on how well the competency-based system works are being collected and analyzed.

High school teachers will make assessments using three basic strategies: state multiple-choice tests, common performance assessments, and teacher verification of student work samples. In Washington, competency-based standards have been developed in draft form for English; math; world language; science; social science; and fine, visual, and performing arts. A standardized reporting form will be used by high schools for college application purposes, and reporting levels (not just "pass/no pass") for each benchmark must be provided to assist institutions in making competitive decisions.

A third state, Wisconsin, is well into a competency-based admissions approach, but this will exist alongside traditional admissions to provide alternatives for students from high schools with nontraditional curricula. In Wisconsin, high school faculty will validate student competencies in English, foreign language, math, social studies, and math using a variety of approaches; student proficiencies are reported on a Standardized Reporting Profile using a common rating scale from 5 ("excellent performance") to 1 ("poor performance"). In Colorado, also, competency-based admissions will be used as an alternative access route, and a pilot project and research project are currently underway. "College entry level expectations" are being developed for communication, mathematics, humanities, social science, and science. High school faculty will validate student competencies, and college admissions offices will accept these assessments for admission purposes. Several other states are involved in pilot projects or task force activity designed to plan and evaluate what needs to be done. In addition to the 11 states highlighted in Table 4, 13 other states indicated some level of discussion or activity related to assessment of competencies at the secondary or postsecondary level, but not necessarily related to college admissions.

While some have viewed traditional and competency-based admissions approaches as polar opposites, it may be more accurate and useful to think of a continuum of use of competency-based admissions criteria. Points along the continuum from traditional to competency-based might include:

- States that refer to traditional admissions criteria such as ACT and SAT test scores, class rank, and high school GPA as "performance criteria," and do see these as measuring the competencies of high school graduates, or at least as proxy measures for them. These states are not changing their approach fundamentally, but rather changing the way they characterize their approach. (In response to the common criticism that mere "seat time" is being measured by traditional approaches, such a position would argue that student performance is indeed being evaluated.) As an illustration, after describing his state's traditional admissions requirements in some detail, one survey respondent was taken aback by the next question on competency-based admissions asking about requirements that "measure what students know and are able to do." He replied — and one can sense his annoyance with the question—"your question assumes that grades and test scores are unrelated to 'what students know and are able to do.' The contrary may indeed be the case, and often is."

- Along these lines, to accommodate home-schooled students and those without traditional high school transcripts, a few states have developed specific competency-based alternatives to various units of coursework. For example, Arizona has determined specific ACT and SAT tests and test scores

which may serve as alternatives to 4 units of English, 3 units of science, and so on. South Dakota, as well, has set specific ACT and Advanced Placement tests and scores as "competency criteria" which can take the place of required coursework. These may be thought of as another way of approaching the idea of measuring competencies, one that does not go through the process the states in Table 4 are going through, but one that uses test scores as proxy measures for competencies.

- Still other states are not using competency-based requirements for college admissions, but have developed and publicize lists of competencies needed for college-level work. These are designed to raise levels of student achievement and to develop more consistency between secondary and postsecondary work. For example, Oklahoma publicizes to high school teachers, counselors, students, and parents what the expected learning competencies are for college success in language arts, mathematics, history, and science. The University of Nebraska has developed, published, and publicized subject-matter competencies related to the core course requirements. Colorado's "college entry level expectations" will also be used in this way.

- Some states will use competency-based admissions requirements for those students who wish or need to use them, primarily those without traditional high school course units. At present, it is too early to assess just how many students will fit this category, but certainly the number is growing each year. Wisconsin stands out as the state having the most developed system for alternative admissions, while clearly adhering to the traditional process for the majority of students.

- A few states will move to complete use of competency-based admissions requirements, at least for in-state college applicants. Oregon and Washington offer the clearest examples of this.

In sum, it is perhaps most useful to view traditional and competency-based admissions approaches as complementary efforts, coexisting and supporting—rather than undermining—each other. In fact, despite the rise of competency-based discussion and activity in recent years, traditional admissions requirements seem to be here to stay, at least for the foreseeable future. Most states that have adopted traditional requirements intend to maintain these policies, are continuing to evaluate and revise them, and view their impact as positive. Some are exploring competency-based approaches to accommodate students not having traditional transcripts without abandoning the system in place. For the most part so far, while there is a certain enthusiasm expressed for competency-based admissions in certain circles, most of the activity, with very few exceptions, has been confined to relatively small pilot projects and task force studies. It may take many years to develop competency-based systems and to implement and evaluate them; thus, it is premature to assess just how far this movement will go.

This SHEEO project will generate several papers with a policy focus, drawing on both the 50-state survey and state site visits conducted over the past year. A couple of these policy briefs are projected to delve more deeply into the area of competency-based admissions. For example, one brief will focus on statewide strategies for implementing

competency-based admissions standards and will look at capitalizing on timing, environment, and leadership; specifying goals and rationale supporting them; constituency-building; and launching initiatives. Another will focus on defining and assessing student competencies and will examine the process for developing competency-based standards, assessing performance, redefining admissions and placement, processes and criteria, and evaluating the implementation of competency-based standards in selected states.

OPEN-DOOR, CONDITIONAL, AND OTHER ADMISSIONS POLICIES

The SHEEO survey gathered information about other issues related to college admissions, which are briefly summarized here.

Open-door policies

We mentioned earlier that concerns about access have played an important role in state activity, and attempts have been made to balance the need for higher admissions standards with the need to accept as broad a range of students as possible into postsecondary education. One aspect of this is maintaining open or relatively open access at the community college level. In fact, 22 states admit any individual wishing to attend a two-year public institution, while 25 require a high school diploma for admission. However, even in the latter case, many of these states offer exceptions, such as admission to nondegree or technical programs, admission as a "conditional" student, or admission by the "ability to benefit" criterion.

Only a few states have more restrictive admissions policies at the statewide level for two-year colleges. For example, students seeking the A.A. or A.S. degree in Illinois must take the same 15 high school units required for admission to a public university. In Georgia, effective 2001, high school graduates wishing to attend two-year colleges must meet minimum SAT scores and Freshman Index scores. Finally, in just a few cases, local boards may set more restrictive policies. By and large, access at the two-year level is quite open, and even students without a high school diploma or GED may find ways to attend two-year colleges. State-by-state information on admissions policies of two-year colleges is summarized in Appendix C-1.

Conditional admission

Another way states maintain access is by allowing a certain number of students to be admitted who do not meet stated admissions requirements; this practice is generally referred to as admitting students conditionally. Twenty-three states have statewide policies in this area, which range from states that admit only 3 percent in this way to states that admit up to 25 percent. Appendix C-2 provides state-by-state details on these policies. Related to this, seven states told us they have a "floor" for conditional admission, below which no student may be admitted. For example, all applicants in the state of Washington must have a 2.0 GPA and lack no more than three Carnegie units. Appendix C-3 describes these policies.

Applied learning, tech prep, and learning experiences outside the classroom

Another issue related to access—and one that will no doubt grow in importance in the years to come—is that of accepting applied or tech prep courses toward college admissions requirements. Twenty-five states have some kind of policy related to this, and again these policies vary widely. Some states have defined specific equivalencies that are

accepted: Maryland, for example, will accept applied math I and II in lieu of algebra I; North Carolina will accept principles of technology I and II to satisfy one science course requirement. Other states, such as Iowa and South Dakota, have developed articulation agreements. Some allow selected courses developed by the Center for Occupational Research and Development (CORD), such as Missouri and Oklahoma. Others allow institutions to determine their own policies overall or for specific programs, such as Maine and Oregon. Appendix C-4 provides further information on this topic.

Similarly, another growing issue is acceptance of learning experiences that occur outside the regular classroom—such as community service, apprenticeships, and internships. Currently, 16 states have policies pertaining to nonclassroom learning experiences, and Appendix C-5 summarizes the rather limited information survey respondents provided on these policies. In a few cases, credit may be granted based on recommendations made by the American Council on Education's guides to noncollegiate educational experiences (e.g., Wisconsin and Oklahoma). Sometimes, courses may be accepted for credit but are not counted as part of required coursework (e.g., Florida and Oklahoma). In other cases, institutions are given the option of accepting courses on a case-by-case basis or for specific programs (Maine, New York, and South Dakota). This seems to be an area more relevant for transfer students than for first-time freshman admission.

Adult students

Another access issue relates to the acceptance of adult students—that is, students who did not recently graduate from high school and who may not have taken the required college preparatory curriculum when they last attended school. Twenty-one states have policies of applying different criteria for accepting adult students, typically defining a minimum age above which applicants do not have to meet the regular admissions criteria. Adults are defined as anywhere from "over 20" to "25 years of age or older." Appendix C-6 summarizes the information gathered on admissions criteria for adult students.

Other issues

States are involved in other areas related to admissions policies, and Appendix C-7 summarizes the information volunteered in this survey. The one area of increasing focus is how to admit home-schooled students, and states are addressing this issue either through specific policies for home-schooled students, competency-based admissions approaches, or alternative routes to college admissions for all students. Other admissions policies relate to early admissions, concurrent enrollment in high school and college, international students, and others.

Finally, the survey sought to ascertain whether there are state policies for assessing freshmen for placement into courses. Though not strictly an admissions issue, this area certainly relates to the whole area of student preparation for college. Twenty-four states have policies in this area, although some of them direct institutions to assess and place students into appropriate courses. A few specify the exact area that must be assessed, or the tests that may or must be used. Most often, math and English (or reading or writing) are assessed. Appendix C-8 summarizes this information.

FUTURE DIRECTIONS

Those survey respondents whose states are not currently involved in setting admissions policy indicate that they will likely continue to stay uninvolved. Perhaps a couple of states and/or system offices *may* become involved, but, by and large, the number of states in which statewide requirements exist will not increase dramatically; nor are we nearing anything like universal statewide admissions policies. As one respondent replied, "Our state has a history of institutional independence which makes it unlikely that statewide admissions standards will be imposed anytime soon."

Many changes are in the works, however, and a number of states indicated they will further strengthen existing requirements by adding additional specified courses or by adding other requirements (e.g., ACT scores or high school GPA). Particularly as states are adopting tougher high school graduation requirements, some postsecondary agencies are citing the need to raise college admissions requirements accordingly. This future direction is consistent with what has been happening over the past 10 to 15 years as states have regularly updated and increased admissions requirements.

Another likely trend is an increase in flexibility of admissions options. Certainly, the growing interest in competency-based admissions is part of this trend, particularly in those states in which competency-based standards will supplement, but not replace, traditional approaches to college admissions. Much of this activity is in response to changes in the K-12 sector which make it more difficult for some students to be measured by traditional criteria. Also, it seems likely that states will continue to develop admissions indices or sliding scales, and to offer options to students among various "performance criteria": test scores, class rank, and GPA. Lastly, some states may be further differentiating requirements (setting different cutoff scores) by type of institution. All of these support the ongoing interest in maintaining student access to postsecondary education while standards are being raised.

Given the current interest in K-16 systems, it seems likely that discussions among the sectors will continue to occur and grow in future years. Concerns about accountability in general, and concerns about how to improve student success in college in particular, will lead to activities designed to better coordinate secondary school experiences with needed college level skills.

Finally, there may be significant impacts on statewide admissions policies as affirmative action programs are being limited or dismantled across the country. Texas responded this year with a new statewide policy, described earlier, to address the issue of access. It is still unknown whether and how other states might respond.

Statewide Student Preparation Programs

As discussed above, setting statewide admissions requirements is just one of the policy approaches higher education agencies are using to raise the level of student preparation for college. Such an approach can only be successful to the extent that high school students, parents, teachers, and counselors are aware of what is required for acceptance and success in college, and are motivated to act accordingly. Increasingly, additional

collaborative strategies between the secondary and postsecondary sectors have been used to increase awareness among involved parties, to raise the level of student motivation, to help secondary personnel better inform and guide students, and to smooth the transition process to college.

The SHEEO survey asked specifically about nine kinds of programs postsecondary agencies have used to improve student preparation for college and found that the vast majority of states have multiple programs in place. However, although the survey asked about programs "existing at the state level," readers should keep in mind that many respondents interpreted this question very broadly, sometimes citing programs that exist in their states, but are not, strictly speaking, "state-level" programs. Some of the ambiguity of this question, no doubt, stems from the fact that this area is less policy-driven at the state level than are the areas of admissions and remediation, and state agencies more often provide support and incentive for programs that are developed at the local level. Appendix D summarizes the information provided by the states about each type of program. Representative examples are provided here.

TYPES OF STUDENT PREPARATION PROGRAMS

Early outreach programs

Over two thirds of the states have in place one or more kinds of early outreach programs, designed to inform and motivate younger students and to provide support for them as they plan and prepare for college. Most of these programs are aimed at underrepresented groups and designed to increase access to college. In the *Taylor Program,* a program to motivate high school students which was started in Louisiana, businesses take the lead in guaranteeing college tuition for students who meet certain criteria such as a minimum GPA and staying off drugs. New Mexico's *MESA Program* ("Math, Engineering, Science Achievement") identifies ethnic minority students in sixth grade or later who are interested in college; during middle and high school, MESA provides them with advice, tutoring, challenge events, and other activities designed to strengthen their preparation for college majors and careers in math, science, engineering, and related fields. Georgia's *PREP* ("Postsecondary Readiness Enrichment Program") similarly targets middle school students and provides tutoring, mentoring, summer campus experience, and other activities. Minnesota's *Get Ready!* program is designed to help low income students of color and families with no prior college experience learn and prepare for college beginning in grade four. Other examples include the Pennsylvania State System of Higher Education's *Philadelphia Partnership Program,* Rhode Island's *Children's Crusade for Higher Education,* Connecticut's mentoring programs, Arkansas' *Academic Challenge Scholarship Program,* Indiana's *Twenty-first Century Scholars,* and New Jersey's *College Bound* program. The titles of these programs vary widely, as Appendix D-1 indicates, but their purposes are similar.

Publications, letters, or other written communications to high school students

Three quarters of the states use another approach which applies more broadly to all potential college students; this involves informing them about college admissions requirements, how to prepare for college, applying for financial aid, and so on. A few start very early, such as Minnesota's publications for fourth graders, but most are targeted at middle and high school students. Utah's

Attending Utah's Colleges and Universities brochure provides a "College Countdown" or timetable of activities beginning in middle school; course requirements, GPA, and test score requirements for all institutions; and information on "The Payoff"— what college graduates can expect to earn, compared to those with less education. The University of Wisconsin System distributes a brochure, *Gearing Up for College*, to seventh and eighth graders which contains admissions and other basic information. *Introduction to the University of Wisconsin System*, for older students, contains detailed information on each UW institution, admissions requirements, applications procedures, majors available, financial aid, and other information. All of this information, plus the admission application, is also made available on the World Wide Web. Too extensive to include here, the survey information on publications provided to high school students is summarized in Appendix D-2 .

Counseling programs

Under the Higher Education Reauthorization Act, institutions in all states receive funding through the federal *TRIO Programs*. These programs, including *Educational Opportunity Centers, Student Support Services, Talent Search,* and *Upward Bound,* provide tutoring and counseling services, academic advising, motivational activities, and other activities for students from disadvantaged backgrounds. Particularly in states with statewide governing boards, these funds are funneled through the statewide higher education agencies. For example, the University of Hawaii's *Upward Bound* program has high school students visit college campuses, meet with advisors, and participate in special activities.

About 20 states mentioned state programs that use counseling, academic advising, and visitation programs to help high school students better prepare for college. In Texas, one central component of the *Texas Academic Skills Program* (TASP) is the academic advising provided to high school students. The *Indiana Career and Postsecondary Advancement Center* works with individual students, putting them in touch with colleges, and the California State University has a *Precollegiate Academic Development Program.* Mississippi also has a *College Day* program and Kentucky has a *Day on Campus* program. Several states also use the more traditional approach of having college counselors visit high schools annually for informational and recruitment purposes. This information is summarized in Appendix D-3.

Bridge programs

Another approach involves programs that serve to smooth the transition from high school to college life, typically by providing high school students with weekend or summer experiences on college campuses. Some of these are specifically targeted to minority or at-risk students while some have other purposes. For example, the *Oklahoma Minority Teacher Recruitment Center's College Partnership Program* offers summer camps and pre-college work-study opportunities; the *Oklahoma Alliance for Minority Participation in Science, Engineering, and Mathematics* addresses critical bridges for these students. The University of Hawaii at Manoa's *College Opportunities Program* for underrepresented minority, disadvantaged, or nontraditional students includes both summer and first-year experiences. The University of New Hampshire has several summer programs for talented high school students in math, music, and sciences. The City

University of New York has developed the *University Skills Immersion Program* in conjunction with public school faculty. Finally, using a different approach, West Virginia's *Bridging the Gap* is a pilot project using distance education technology to reach students in remote areas. All of these activities are summarized in Appendix D-4.

High school students taking college courses for credit

Nearly all states offer some way for high school students to take college courses for credit, thus allowing students to develop clearer expectations of college level work *and* to earn credit in the process. Programs which allow high school students to take college courses may be called *Postsecondary Enrollment Options; Dual, Joint, or Concurrent Enrollment;* and *Dual Credit* programs. Other common methods are through *Advanced Placement* courses and *International Baccalaureate* programs in the high school. States are increasingly approaching this area through distance education as well. Appendix D-5 summarizes these activities.

High school feedback systems

About 30 states have implemented some kind of high school feedback mechanism designed to help secondary school personnel better understand the kinds of courses and other factors that correlate with college success. These are summarized in Appendix D-6. North Carolina, for example, sends a report on freshman applications, acceptances, enrollments, and first-year performance back to school districts. Ohio sends a report on college remedial placement. Oklahoma's *Collegiate Success Profiles* is a series of feedback reports provided to high schools on how each school performs over a five-year period and how its graduates persisted in or graduated from college and their academic performance. Maryland produces the annual Student Outcome and Achievement Report (SOAR), combining both college as well as high school performance information to add utility for both secondary and postsecondary personnel. While these efforts represent some of the best examples of this approach, the real unknown with high school feedback systems is the extent to which the secondary sector makes use of these reports. While they represent a potentially huge source of information for secondary school personnel on what is working and not working in their schools, they have value only if they are being utilized.

Programs that bring high school and college faculty together

About 30 states have programs that bring high school and college faculty together. The *Academic Alliances* program, for example, provides for disciplinary-based communication across the sectors; these are found in Georgia and West Virginia, among others. Alaska has a *Writing Consortium* and a *Math Consortium* that bring faculty together. Ohio's *Early Math Placement Test, Early English Composition Assessment Program,* and a proposed new *Learning Extension* link high school and college faculty. Kentucky's *Partnership for Reform Initiatives in Science and Mathematics* (PRISM) is designed to improve teaching in science, math, and technology. The *Montana Academic Forum* provides opportunities for higher education personnel to meet with K-12 leaders. Appendix D-7 provides further information on these programs.

Professional development for K–12 teachers, counselors, and other staff

All states participate in the *Eisenhower Professional Development Program*, through which federal money is provided for teacher professional development in core academic areas, with a particular focus on mathematics and science. In most states, this involves significant activity in the SHEEO agency, while in other cases, the Eisenhower program may be administered elsewhere. In addition, many state programs exist that provide for development of secondary school personnel. Appendix D-8 lists those activities described by survey respondents, including both federally sponsored and state-level programs. The University of California and the California State University, for example, jointly sponsor annual conferences for high school counselors. Similarly, North Carolina provides eight regional workshops for high school counselors conducted in November and December of each year. Missouri has established professional development centers for high school teachers at selected four-year colleges and universities. Nevada provides professional development for K-12 teachers in the use of computers and the Internet. In addition to programs that exist at the SHEEO level, state departments of education provide similar opportunities.

Resource-sharing programs

A less common approach to improving high school student preparation for college involves sharing resources across the sectors—for example, through mobile labs or making computers or other facilities available to high school students. These are often implemented on a more limited basis than the programs discussed thus far. In Nebraska, for example, the *Chadron State College Math/Science Learning Center* allows teachers to check out audiovisual materials for classroom instruction. High schools and colleges share some resources in the more rural areas of California as well. In Nevada, computer labs are shared by community colleges and local school districts, and Idaho has an *Education Technology Initiative.* Model lab school students use the facilities at Eastern Kentucky University, and the *Purdue Instrumentation Project* ("Science in a Van") offers another example. This information is contained in Appendix D-9.

PERCEIVED SUCCESS OF STATEWIDE STUDENT PREPARATION PROGRAMS

Survey respondents were asked to indicate, *in their opinion,* what impact each of the student preparation programs had on improving student preparation for college. Since not all states have these programs in place, many are too new to assess, and much activity occurs at the local level, an average of only about 20 states (the actual range was 19 to 30 states) responded to each question. We can report a few findings, keeping in mind that the available data are quite scanty.

Most survey respondents have generally positive impressions of these programs, indicating they have "some positive impact" or "major positive impact" in improving student preparation. Based on the distribution of responses to each item, we believe that respondents tend to select "some positive impact" (a score of 4 on a scale of 1 to 5) as their default response when they wish to suggest a generally favorable viewpoint. We found that the most positive ratings were given to early outreach programs (mean = 4.28) and resource sharing programs (mean = 4.27), and the lowest to high school

feedback systems (mean = 3.88). Expressed another way, respondents in 9 states felt early outreach programs have a major positive impact while only one felt they have no impact on improving student preparation. (Nineteen were in the middle, indicating some positive impact.) Conversely, only one respondent felt high school feedback systems have a major positive impact, while three felt they have no impact (13 were in the middle). While we should not make too much of these limited findings, we feel they are worth pointing out. Clearly, an evaluation of the effectiveness of these programs is called for, and some states are beginning these efforts.

Statewide Remediation Policies

Theoretically, if college admissions requirements could be set high enough, only those students fully prepared to do college-level work would be admitted and there would be no need for remedial activities at the postsecondary level. However, there are practical limitations to this argument. On the one hand, since colleges and universities serve broad societal interests in offering opportunities to the widest possible audience, the reality is that colleges will continue to admit many students who are unprepared or underprepared for college-level work in one or more areas. In addition, the need for remediation is relative to institutional norms; at a more selective public institution, for example, a student underprepared to take calculus might be assigned to "remedial" college algebra, while in less selective places a student performing at this level in math would not need remediation. Regardless of the level of remediation, it was most recently estimated that 29 percent of entering freshmen participated in remedial courses (NCES 1996). While remediation has traditionally been dealt with at the institutional level, there has been growing involvement by SHEEO agencies and even state legislatures in addressing remediation issues at the state level.

Much of the statewide interest, particularly on the part of legislators, stems from concerns about cost; for those students who have just graduated from high school (as opposed to adult students), remediation is seen as paying again for learning that should have occurred at the secondary level. The other side of the coin, however, is that remediation offers a second chance for many students, particularly economically disadvantaged and first-generation college students who may not have had opportunities to participate in high-quality precollegiate courses. Totally cutting off remediation would be viewed as reducing access for these underrepresented groups.

In an effort to make knowledgeable decisions about remediation policies, some states have begun to conduct major studies of remedial activities in their public institutions. Recent efforts include:

- *The Scope and Effectiveness of Remedial/Developmental Education in Illinois Public Universities and Community Colleges* (1997).
- *A Study of Remedial Education at Maryland Public Campuses* (1996) and *A Study of the Effectiveness of "Privatizing" Remedial Services* (1997).
- *Remedial and Developmental Programs in Ohio's Public Colleges and Universities* (1995) and *A Total Approach: Improving College Preparation in Ohio* (1997).

- *A Status Report on Remedial Programs in the Rhode Island System of Public Higher Education* (1997).
- *Report on the Texas Academic Skills Program (TASP) and the Effects of Remediation* (annual).

TYPES OF STATEWIDE REMEDIATION POLICIES

Some states have also responded with policies designed to regulate and limit where and how much remediation can be provided. The SHEEO survey asked about eight kinds of remediation policies, and these are outlined in Appendix E. To summarize briefly, nearly half the states have policies to determine whether remedial credits count toward full-time status for financial aid purposes (they normally do) and whether remedial credits count toward graduation requirements (they normally do not). Fewer than 20 states have policies in each of the following areas.

Limiting which institutions or sectors may offer remedial courses

Typically, this activity is being moved to or concentrated in the two-year sector, or at least is being moved out of the most selective four-year institutions. In Arizona, for example, universities may not offer courses below the 100 level, which, by convention, are presumed to be below college level. A 1996 state law in Virginia states that "to the extent practicable" senior institutions should make arrangements with community colleges for any remediation needed by students they accept for admission.

Restricting the amount or source of funding for remedial coursework

One approach is to prohibit funding of remedial courses at certain institutions; for example, the three research universities in South Carolina and the three doctoral institutions in New Mexico prohibit funding for remediation. Another approach is to limit the number of courses a student may take; Louisiana policy, for example, allows funding for three attempts in a given subject area, while the City University of New York limits remediation to a maximum of two semesters in its four-year institutions. Other states offer remediation on more of a "self support" basis; for example, Wisconsin policy stipulates that remedial courses be offered on a fee-recovery basis, and in Oklahoma institutions are authorized to charge students a supplemental remediation fee.

Offering innovative delivery systems other than courses

Hawaii, for example, offers an innovative *Rainbow Advantage Program* for at-risk and other students, which requires students to take 18 credits together, including a foundation course, and to engage in service learning. The program also offers dozens of services, including weekly meetings and tutoring. Computerized delivery of remediation is a growing area in several states.

Offering or requiring summer remedial course enrollment

Some states have policies about summer term remediation, but very little descriptive information was provided.

Defining when students *must* take remedial coursework versus when remedial coursework is *recommended*

Generally speaking, required remediation is tied to low scores on placement tests, and students are generally required to take remedial courses early in their college careers (e.g., prior to completing 30 credits in Wisconsin, "before taking any course for

which they are a prerequisite" in Virginia, and during the first term of enrollment at the California State University).

Defining when and how students move from conditional to regular status

Very few states address these issues; they may be tied to passing certain tests (e.g., in Georgia or Texas) or to receiving a high enough grade point average (e.g., in Oklahoma).

PERCEIVED SUCCESS OF STATEWIDE REMEDIATION POLICIES

Given the relatively small number of state remediation policies in effect and the newness of many of these policies, very few respondents were able to comment on the impact of these policies on student success. Given an average of fewer than 10 responses per item, we believe it would be inappropriate to present these data.

Other State-level Issues Regarding Student Transition

INFLUENCES BEHIND STATE INVOLVEMENT

All survey respondents—even those in states without statewide policies or programs—were asked to indicate the level of influence different entities have in developing the state's admissions policies, student preparation programs, and remediation policies. Table 5 summarizes the entities having had "heavy" influence (as opposed to "little" or "some" influence) in each of these areas. (Since more than one entity could have been described as exerting heavy influence, the columns add up to more than 50 states.)

Clearly, college administrators and faculty, system governing boards, and SHEEO agencies are quite influential in all of these areas. These findings suggest that while statewide influence is growing, institutions still retain considerable weight in developing policies and programs in these areas. Beyond these four entities, two different patterns of influence emerge. Influences on admissions policies and remediation policies show similar patterns, being dominated by college administrators and faculty, system governing boards, and SHEEO agencies; in just a few states, the state legislature or state Department of Education has had heavy influence.

The picture looks quite different for student preparation programs, however; in this area, the state Department of Education and local school districts exert "heavy" influence nearly as often as do SHEEO agencies and system governing boards. In other words, the development of student preparation programs is primarily not a SHEEO-level or even systemwide activity. As many of the examples above indicated, many of these programs are the result of collaborative activities between the sectors, and many are locally based; statewide SHEEO agencies play a smaller, but still significant role in their development.

USE OF INCENTIVE FUNDING AND COMPETITIVE GRANTS

For the most part, the approaches to improving student preparation for college discussed thus far involve concrete actions targeted at students, parents, faculty, and staff. These take the form of increased college admissions requirements, programs to motivate secondary school students, ways to raise the capacity of teachers and counselors, and similar activity. In contrast to these direct actions, another more indirect approach has been gaining

TABLE 5

"Heavy" Influence in Developing State Policies and Programs (Number of States)

	Admissions Policies	Student Preparation Programs	Remediation Policies
College administrators	31	23	28
System governing board	30	13	17
College faculty	20	16	19
SHEEO agency	18	13	21
State Department of Education	3	12	3
State legislature	5	5	6
Local school districts	0	10	1
Governor	1	3	1
Professional associations	1	1	1
College students	1	1	1
Business	1	2	0
Media	1	0	0
Federal policymakers	0	0	0
Parents	0	0	0
General public	0	0	0

Note: Items are listed in order of total number of times they were mentioned as having heavy influence on state policies and programs. Since more than one entity could have been described as exerting heavy influence, the columns sum to greater than 50 states.

more widespread use in recent years: about 15 states now use some form of incentive funding or competitive grants to promote institutional change regarding college admissions, student preparation, and remediation. As survey respondents interpreted this question, some referred more strictly to "incentive funding" in which competitive grants are offered "up front" to stimulate desired activities; others referred more generally to "performance funding" in which rewards are given "after the fact" for the achievement of certain performance goals.

A few examples, taken from Appendix F, include:

- Illinois' *Higher Education Cooperation Act,* which provides grants for student preparation programs.
- Massachusetts' *Performance Improvement Program,* which provides grants for admissions standards and student remediation.
- Georgia's *P-16 Initiative,* which awards challenge grants to local/regional P-16 councils.
- Oklahoma's *Quality Incentive Grants,* which encourage innovative teacher preparation programs, and the *Oklahoma Minority Teacher Recruitment Center,* which provides grants to encourage minority high school students to attend college.
- South Carolina's performance funding, which rewards graduation rates and higher SAT scores.

It is expected that incentive and performance funding will grow in importance as state legislatures and SHEEO agencies increasingly focus on accountability and performance indicators (Christal 1998, forthcoming).

COLLECTION OF DATA AND EVALUATION OF EFFECTIVENESS

One of the reasons many survey respondents had trouble assessing the impact of their activities is the lack of good data and systematic analysis designed to answer these questions. While at least 32 states have comprehensive statewide student databases in place and another nine have some level of state or systemwide databases, they may not be fully utilizing them to answer the important research questions (Russell 1995).

In an attempt to determine how widespread data efforts might be, the SHEEO survey asked whether states collect data "to evaluate the effectiveness of admissions, student preparation, and/or remediation policies and programs." The quick answer, as Appendix G illustrates, is that such data efforts are in place in the majority of states nationwide: over 30 states described existing data collection efforts in these areas at the SHEEO or systemwide level, three indicated their state's Department of Education has some relevant data, and at least another five are in the planning or development stages. Thus, there is much data available.

The other side of the coin, however, is that many of these data collection efforts involve merely routine, descriptive databases and reports which cannot be characterized as real research efforts. These might consist of annual accountability reports, high school feedback reports, the "gathering of data" on a topic, and similar efforts in which analysis and evaluation are lacking. Many of these efforts must be viewed as just a first step in the evaluation process, and how far states take these efforts remains to be seen.

A few noteworthy research efforts can be cited, and other states would do well to follow their example:

- Florida's research on the relationship between admissions requirements and retention.
- Texas's annual report on the effectiveness of remediation.
- Colorado's student unit record database that makes it possible to identify changing patterns in the system and to correlate the changes to policy changes.
- South Carolina's tracking of the retention of provisionally-admitted students.
- North Dakota's research on the impact of statewide admissions requirements.
- Maryland's research on remedial education and the relationship between high school and college performance.

As states face demands for greater accountability and as more and more states develop and publish performance indicators, there will no doubt be published data pertaining to student performance. As states question their effectiveness in such areas as access, remediation, and graduation, it would serve them well to engage in more substantial research designed to provide answers about what works, what is cost-efficient, and what meets broader statewide goals.

OVERALL IMPACT OF POLICIES AND PROGRAMS

The final question of the SHEEO survey asked respondents their opinion about the impact of their policies and programs on seven objectives: (1) increasing the number of freshmen who exceed minimal admissions requirements; (2) reducing the number of freshmen needing remediation in college; (3) improving the preparation of students in career-based postsecondary programs; (4) increasing the number of freshmen from underrepresented groups; (5) improving the academic preparation of freshmen from underrepresented groups; (6) improving student retention; and (7) aligning admissions standards to role and mission. (These are objectives that may or may not have been the actual goals of their programs and policies.) Response choices—on a 1–5 scale—were "major positive impact" (5), "some positive impact" (4), "no impact" (3), "some negative impact" (2), and "major negative impact" (1).

As discussed earlier, the most frequently chosen answer was "some positive impact." We interpret this to mean that, though respondents have an overall sense that their activities are beneficial, they would not go so far as to describe them as having a *major* impact. In fact, the overall mean of all responses was 3.98. Thus, for a single item a mean of about 4.0 would be average; a higher mean would indicate a greater sense of success, a lower mean a lesser sense of success.

Table 6 presents the seven objectives in order of perceived positive impact. Generally, respondents feel their actions have the most impact on increasing the number of freshmen who exceed minimal admissions requirements. This is no doubt a major goal of much of their admissions and student preparation activity. At the other end, however, they have experienced the least success in reducing the need for remediation in college. Another way of describing this is as follows: 10 respondents felt their actions have a "major positive impact" on increasing the number of freshmen who exceed minimal admissions requirements while only three felt they had "no impact"; conversely, only five respondents felt their

TABLE 6

Impact of Admissions, Student Preparation, and Remediation Policies and Programs

Objective	Mean Score
Increasing the number of freshmen who exceed minimal admission requirements	4.19
Improving student retention	4.06
Improving the academic preparation of freshmen from underrepresented groups	4.03
Aligning admission standards to role and mission	3.97
Improving the preparation of students in career-based postsecondary programs	3.90
Increasing the number of freshmen from underrepresented groups	3.89
Reducing the number of freshmen needing remediation in college	3.79

actions have had a "major positive impact" on reducing the need for remediation, while 10 respondents felt they have had no impact. We can interpret these two findings to suggest that perhaps the large middle range of students is being pushed up by more rigorous admissions standards, but the support and assistance students in the lower ranges need to succeed in college are not sufficient to raise their performance to the level of not needing postsecondary remediation. Given the data limitations, one must be careful not to overinterpret these findings. The means of the remaining items are too close to 4.0 to permit any useful comparisons. In sum, state respondents do have a generally favorable sense that what they are doing is making a difference.

Conclusion

This survey report updates and expands previous studies describing state- and system-level approaches to improving the transition of students from high school to college. It confirms that there is a growing role for state higher education agencies in setting minimum college admissions requirements, and that traditional admissions criteria—required high school coursework, GPA, class rank, and test scores—will likely continue to be strengthened in many states and to coexist with newer competency-based requirements in some. The study provides evidence of the ongoing and expanding collaboration between postsecondary systems and the K-12 sector in the development of programs to better prepare secondary students for postsecondary education. It points to the growing role of states in conducting research and developing state-level approaches to remediation problems.

The report also identifies one area where state effort needs to be greatly expanded—that is, in data collection and research to evaluate and improve activities that support student achievement. Many of the policies and programs described in this report are in their infancy, while others have existed for a decade or more; however, more often than not, state-level personnel lack the kinds of data they need to fully examine these activities and to gauge their success. SHEEO applauds the efforts of the states engaged in such research.

This report is intended to serve as a foundation for SHEEO to help develop future policy papers and to design future projects that support student achievement. Likewise, this report may be used by state higher education agencies as a starting point or continuing point from which to compare their policies and programs to others, to identify areas where further work might be developed, to network with peers, and to share information about innovative and effective practice. We hope that a national overview such as this one, which provides a status report on state-level college admissions policies, student preparation programs, and remediation policies, will help focus attention on the issues and contribute to the ongoing dialogue among policymakers and practitioners at all levels.

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Survey Instrument

STATE HIGHER EDUCATION EXECUTIVE OFFICERS
Survey on State Strategies That Support the Successful Transition of Students from Secondary to Postsecondary Education
January, 1997

I. Admissions policies

1. What is the role of each of the following entities in your state in setting admissions policies for first-time freshmen at public four-year institutions?

	Establish Broad Guidelines	Set Specific Policies	Not Involved
a. State legislature	1	2	3
b. Statewide coordinating or governing board	1	2	3
c. Systemwide or multi-campus governing board	1	2	3
d. Institutions	1	2	3

2. Traditional admission requirements. *Note: this term refers to the use of high school coursework, grade point average, test scores, class rank, and similar measures to determine college admissions.*

   a. Does your state have any statewide or systemwide traditional admission requirements in place or under development?

   ____yes ____no (*Skip to page 3.*)

   b. When were traditional admission requirements first adopted in your state?

   c. In what year(s) have they been updated?

   d. Who or what has been the main influence behind the establishment of traditional admission requirements in your state?

e. *Please provide the information on this page for your state as a whole and for each system in your state that has its own set of admission requirements. If existing traditional requirements are being replaced with revised traditional requirements, please provide separate pages for both existing and revised requirements. You may make as many copies of page 2 as needed.*

To what sector or system do these apply?	**Year in Effect:**
_____	_____

Traditional Admission Requirements (*For each item below, indicate minimum below which an applicant is generally not considered eligible for admission. If an item is not used in your state, circle n/a.*)

1. High school graduation/GED score	n/a
2. Test scores	n/a
ACT	n/a
SAT	n/a
Other (*Describe.*)	n/a
3. High school GPA	n/a
4. Class rank	n/a
5. Required coursework *(List minimum number of courses required as well as any specific courses required.)*	n/a
English	n/a
Math	n/a
Science	n/a
Social science	n/a
Foreign language	n/a
Computer science	n/a
Total required credits	n/a
6. Combined index or scale (*Describe.*)	n/a

7. Other requirements or comments

8. In your opinion, what impact have these requirements had on improving student success in the freshman year of college?

Major Negative Impact 1	Some Negative Impact 2	No Impact 3	Some Positive Impact 4	Major Positive Impact 5	Don't Know 6

3. Competency-based admission requirements. *Note: this term refers to the use of standards that measure what students know and are able to do to determine college admissions.*

   a. Competency-based admission requirements are being developed in some states to replace or supplement traditional requirements. Has your state been involved in the development of competency-based admission requirements?
   ___yes ____no (*Skip to question 4 on page 4.*)

   b. When were competency-based admission requirements first adopted in your state?

   c. When did/will they go into effect?

   d. Please describe your state's competency-based admission requirements, including specific content areas, how they were set, how they are being measured, and so on. *You may add blank pages as needed, or attach existing descriptions.*

   e. Who validates student competencies in your state?
   ____high school faculty
   ____college admission staff
   ____college faculty
   ____other (*Describe.*)
   Comments:

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f. How will these requirements be used in relation to traditional admission requirements?

____Competency-based requirements will replace traditional criteria and will be the only option for determining college admissions.
____A dual system will exist in which both types of requirements will be used for determining college admissions.
Explain:

g. Who or what has been the main influence behind the establishment of these requirements?

4. Two-year colleges. Which of the following statements best describes the general (not program-specific) admission policies of public two-year institutions in your state?

____Any individual wishing to attend is admitted.
____Only individuals with a high school diploma or equivalent are admitted.
____Additional qualifications (either traditional or competency-based) must be met in order for a student to be admitted.
Comments:

5. Other admission issues. Please indicate whether your state has a policy pertaining to each item below, and if so, briefly describe that policy.

Policy	Exist in state?	Description
a. Setting limits on the number of students that may be admitted who do not meet stated admission requirements	yes no	
b. Establishing a "floor" for conditional admission below which no student may be admitted	yes no	
c. Accepting applied or tech prep courses toward college admissions requirements	yes no	
d. Accepting learning experiences that occur outside the regular classroom, e.g. community service, apprenticeships, internships, etc.	yes no	
e. Applying different criteria for accepting adult students. If so, how are "adults" defined?	yes no	
f. Assessing freshman for placement into courses	yes no	
g. Other admission policies		

6. Future. Are any discussions taking place in your state that may influence changes in your state's admission policies in the future, beyond what is described above?

____yes ____no ____don't know

a. Who or what is the main influence behind these discussions?

b. What kinds of changes may occur?

II. Student preparation for college

7. Below is a list of programs that postsecondary agencies have used to improve high school student preparation for college. Please indicate whether each of these programs exists at the state level in your state, and if so, give your opinion of its impact and a brief example.

Type of Program	Exist in state?		Impact on Improving Student Preparation					
			Major Neg. Impact	Some Neg. Impact	No Impact	Some Pos. Impact	Major Pos. Impact	Don't Know
a. Early outreach programs (e.g. "I have a dream," Taylor, or other mentoring programs) *Example:*	Yes	No	1	2	3	4	5	6
b. High school feedback system *Example:*	Yes	No	1	2	3	4	5	6
c. Counseling programs (e.g. academic advising programs) *Example:*	Yes	No	1	2	3	4	5	6
d. Publications, letters, or other written communications being sent to h.s. students *Example:*	Yes	No	1	2	3	4	5	6
e. High school students taking college courses for credit (e.g. Postsecondary Options) *Example:*	Yes	No	1	2	3	4	5	6
f. Bridge programs (e.g. summer, weekend, or other acclimation to campus programs) *Example:*	Yes	No	1	2	3	4	5	6
g. Resource sharing programs (e.g. mobile labs, making computers/labs available to h.s. students) *Example:*	Yes	No	1	2	3	4	5	6
h. Programs bringing h.s. and college faculty together (e.g. Acad. Alliances or other disciplinary-based meetings) *Example:*	Yes	No	1	2	3	4	5	6
i. Professional development for high school teachers, counselors, or other staff *Example:*	Yes	No	1	2	3	4	5	6
j. Other student preparation programs								

III. Remediation policies

8. Postsecondary agencies in some states have developed state-level policies pertaining to student remediation. For each type of policy listed below, please indicate whether a state-level policy exists in your state, and if so, give your opinion of its impact on student success and a brief description.

Type of Policy	Exist in state?	Impact on Student Success					
		Neg. impact	Some Neg. Impact	No Impact	Some Pos. Impact	Major Pos. Impact	Don't Know
a. Limiting which institutions or sectors may offer remedial courses *Describe:*	Yes No	1	2	3	4	5	6
b. Determining whether remedial credits count toward full-time status for financial aid purposes *Describe:*	Yes No	1	2	3	4	5	6
c. Determining whether remedial credits count toward graduation requirements *Describe:*	Yes No	1	2	3	4	5	6
d. Restricting the amount or source of funding for remedial coursework *Describe:*	Yes No	1	2	3	4	5	6
e. Offering innovative delivery systems other than courses, such as computerized delivery or tutoring *Describe:*	Yes No	1	2	3	4	5	6
f. Offering or requiring *summer* remedial course enrollment *Describe:*	Yes No	1	2	3	4	5	6
g. Defining when students *must* take remedial coursework versus when remedial coursework is *recommended Describe:*	Yes No	1	2	3	4	5	6
h. Defining when and how students move from conditional to regular status *Describe:*	Yes No	1	2	3	4	5	6
i. Other remediation policies							

IV. Overall strategies and evaluation

9. Please indicate the level of influence each of the following constituents has had in developing your state's admission policies, student preparation programs, and remediation policies.

	Influence on Admission Policies			Influence on Student Prep. Programs			Influence on Remed. Policies		
	Little	Some	Heavy	Little	Some	Heavy	Little	Some	Heavy
a. State legislature	1	2	3	1	2	3	1	2	3
b. Governor	1	2	3	1	2	3	1	2	3
c. SHEEO agency	1	2	3	1	2	3	1	2	3
d. State Dept. of Education	1	2	3	1	2	3	1	2	3
e. Federal policymakers	1	2	3	1	2	3	1	2	3
f. Professional associations	1	2	3	1	2	3	1	2	3
g. System governing board	1	2	3	1	2	3	1	2	3
h. College administrators	1	2	3	1	2	3	1	2	3
i. College faculty	1	2	3	1	2	3	1	2	3
j. College students	1	2	3	1	2	3	1	2	3
k. Business	1	2	3	1	2	3	1	2	3
l. Media	1	2	3	1	2	3	1	2	3
m. Parents	1	2	3	1	2	3	1	2	3
n. General public	1	2	3	1	2	3	1	2	3
o. Local school districts	1	2	3	1	2	3	1	2	3

p. Other *(List.)*

_____

10. Does your state use any kind of incentive funding to promote institutional change regarding college admissions, student preparation, or remediation?

____yes ____no

If yes, please describe.

11. Does your state collect data to evaluate the effectiveness of its admissions, student preparation, and/or remediation policies and programs?

____yes ____no

If yes, please briefly describe your research efforts and findings, and attach reports.

12. In your opinion, to what extent have the policies and programs described above had an impact on each of the areas listed below?

	Impact					
	Major Neg. Impact	Some Neg. Impact	No Impact	Some Pos. Impact	Major Pos. Impact	Don't Know
a. Increasing the number of freshmen who exceed minimal admission requirements	1	2	3	4	5	6
b. Reducing the number of freshmen needing remediation in college	1	2	3	4	5	6
c. Improving the preparation of students in career-based postsecondary programs	1	2	3	4	5	6
d. Increasing the number of freshmen from underrepresented groups	1	2	3	4	5	6
e. Improving the academic preparation of freshmen from underrepresented groups	1	2	3	4	5	6
f. Improving student retention	1	2	3	4	5	6
g. Aligning admission standards to role and mission	1	2	3	4	5	6

Optional: The University of Michigan, as part of the National Center for Postsecondary Improvement, is in the process of learning more about states that track postsecondary student learning outcomes. Please indicate below if anyone in your state is involved in and would be willing to serve as a contact for information gathering on the monitoring of student learning, progress, and success at the postsecondary level.

Name:	
Title:	
Agency:	
Phone:	Fax:
E-mail:	

Respondent Information Section	
State/Agency:	
Respondent:	
Title:	
Phone:	Fax:
E-mail:	

THANK YOU FOR COMPLETING THIS SURVEY.

Please mail your survey, along with any supporting documents, by February 7, 1997 to:

Alene Russell
State Higher Education Executive Officers
707 Seventeenth Street, Suite 2700
Denver, CO 80202-3427
Telephone: 303-299-3671
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APPENDIX B

Statewide College Admissions Policies: State–by–State Summary

ALABAMA

Summary:

There are no statewide admission requirements for first-time freshmen. Although the Alabama Commission on Higher Education has established broad guidelines for admissions, the governing boards and institutions set specific policies.

ALASKA

Summary:

There are no statewide admission requirements for first-time freshmen. In the late 1980s the community college structure as such was abolished, and the community college mission was absorbed into the University of Alaska System. As a result, every institution is open admission; however, individual degree and certificate programs may and do have admission requirements.

ARIZONA

Summary:

The Arizona Board of Regents sets minimum admission requirements for the universities, and each university may adopt additional requirements, reporting them annually to the Executive Director. Statewide policies have existed at least as far back as 1983 and have been updated several times, most recently in 1996 to go into effect 1998.

Requirements for universities (1998):

High school graduation or GED score of 50
Must meet both the general-aptitude and academic competency requirements
General aptitude requirements:
Class rank top 25% *or* high school GPA 3.0 *or* ACT 22 *or* SAT 1040
Academic competency requirements: minimum 2.0 GPA in each subject area in high school core courses or meet other options (described below):

English	4 units	composition or literature. English I, II, III, IV
Math	4 units	algebra I, geometry, algebra II, advanced math
Science	3 units	must be lab sciences including at least 1 year from 2 of the following: biology, chemistry, physics, earth science (Integrated lab science may substitute for 1 required course.)
Social science	2 units	including 1 unit American history
Foreign language	2 units	must be in the same language; may be fulfilled by sign language
Fine arts	1 unit	1 unit or any combination of 2 semesters of fine arts
	Total: 16 units	

(continued)

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ARIZONA (continued)

Options to high school core courses:

	ACT Scores	SAT Scores	College Coursework
English	English: 21	Verbal: 530	1 3-credit English course
Math	Math: 20	Math: 520	1 3-credit college algebra course
Science	Nat Sci: 20	Chemistry: 600 Biology: 590 Physics: 620	3 4-credit lab science courses
		(Test scores may satisfy only 1 unit.)	
Social science	n/a	Amer Hist/Social Studies: 560 World History: 580	1 3-credit American history course and 1 more 3-credit social science course
Foreign language	Minimum scores set by universities		1 year study in the same language
Fine arts	n/a	n/a	1 3-credit fine arts course

Note: general aptitude requirements for non-resident students are class rank top 25% *or* high school GPA 3.0 *or* an ACT score of 24 *or* an SAT score of 1110.

ARKANSAS

Summary:

There are no statewide admission requirements for first-time freshmen, and specific admission policies are set at the institutional and system levels. 1993 legislation requires institutions to have conditional and unconditional admission standards, but they are very broad, not course-specific.

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CALIFORNIA

Summary:

Under the 1960 Master Plan for Higher Education, systemwide *admission* requirements were set for the University of California and for the California State University. These were based on recommendations that UC select its freshmen from the top one eighth of California high school graduates and CSU from the top one third of graduates. Systemwide governing boards establish broad guidelines for admission and update them periodically; Academic Senates set specific policies for admission.

Requirements for the University of California (1996):

High school graduation
Eligibility index: based on GPA and test scores; described below
Either ACT or SAT I, and three subject tests from the SAT II
GPA: 2.82 in required courses
Required coursework:

English	4 units	
Math	3 units	
Science	2 units	
History/social science	2 units	
Foreign language	2 units	
Electives	2 units	may include computer science
	Total: 15 units	

Note: Admission is based on an eligibility index, combining GPA and test scores. There is a sliding scale of ACT/SAT test scores for students with GPAs between 2.82 and 3.3; the lower the student's GPA, the higher the test score must be. Students may also qualify by examination alone with a 1400 SAT score (April 1995 or later) or a 31 ACT score.

Requirements for the California State University System (1994):

High school graduation
Eligibility index: based on GPA and test scores; described below
Either ACT or SAT I
GPA: 2.0
Required coursework:

English	4 units	
Math	3 units	algebra, geometry, intermediate algebra
Science	1 unit	must be laboratory science (biology, chemistry, physics, or other acceptable lab course)
U.S. history	1 unit	may also be U.S. history and government
Foreign language	2 units	must be in the same language
Visual/performing arts	1 unit	art, dance, drama/theater, or music
Electives	3 units	from above subjects and agriculture
	Total: 15 units	

Note: admission is based on an eligibility index, combining GPA and test scores. There is a sliding scale of ACT/SAT test scores for students with GPAs between 2.0 and 3.0; the lower the GPA, the higher the test score must be. Test scores are not required if the GPA is greater than 3.0.

Future:

There is a competency-based pilot project underway in which a limited number of schools are developing articulation between traditional admission requirements and student portfolios.

COLORADO

Summary:

In 1986 the Colorado Commission on Higher Education was directed by the state legislature to develop admission standards consistent with institutional role and mission. In collaboration with institutions, CCHE has set up a tiered admission system for first-time freshmen in which four-year institutions are identified as highly selective, selective, moderately selective, or modified open. Each tier has a corresponding Admission Index score based on GPA, class rank, and test scores. In addition, individual institutions set coursework and additional requirements. Statewide admission requirements were first adopted in 1986 for fall 1987 freshmen; admission standards were phased-in with full implementation by 1991. Index scores for individual institutions were changed in 1995.

Requirements for public four-year colleges (1987):

Admission is based on the CCHE Admission Index, composed of the High School Performance Index (based on GPA and class rank) and the Standardized Test Index (based on ACT or SAT scores).

A student may also use a GED score for admission (55 or higher for highly selective institutions and 45 or higher for others).

Future:

Competency-based admission requirements were adopted in 1995, and a pilot project is underway to develop competencies and examine the relationship of standards to college success. A dual system is planned in which traditional requirements will remain the primary admission criteria, and competency-based standards will provide an additional access route for students.

CONNECTICUT

Summary:

There are no statewide admission requirements for first-time freshmen; institutions set specific policies.

DELAWARE

Summary:

There are no statewide admission requirements for first-time freshmen; institutions set specific policies.

FLORIDA

Summary:

The Board of Regents of the State University System of Florida sets minimum admissions requirements for first-time freshmen, and institutions may set additional specific policies. Statewide admissions requirements, in their present form, were first adopted in 1982. They were updated in 1996.

Requirements for the State University System of Florida (1996)

High school graduation
High school GPA: 3.0 or must meet eligibility index (described below)
Required coursework:

English	4 units	3 with substantial writing
Math	3 units	algebra I and above
Science	3 units	2 with substantial lab
Social science	3 units	
Foreign language	2 units	must be in the same language
Electives	4 units	from list of Academic Core Courses and approved electives
	Total: 19 units	

Note: if a student does not achieve a 3.0 GPA on required coursework, a sliding scale applies, using ACT, SAT, or recentered SAT I scores. The higher the student's GPA, the lower the test score may be, but a student may not have a GPA lower than 2.0. For example, a student with a GPA of 2.0 would need an ACT score of 25 or a combined SAT score of 1050; a student with a GPA of 2.9 would need an ACT score of 20 or a combined SAT score of 860.

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GEORGIA

Summary:

The University System of Georgia establishes broad guidelines as well as specific admission policies for first-time freshmen. Systemwide requirements were adopted in 1931 when the system was first established. In 1984, the system adopted the College Preparatory Curriculum, implemented in fall 1988; requirements were last updated in 1996. Institutions may set higher standards for admission.

Requirements for the University System of Georgia (1996):

High school graduation
SAT: Math 310 and SAT Verbal: 330, or comparable ACT scores
High school GPA: 1.8
College Preparatory Curriculum:

English	4 units	including grammar and usage, literature, and advanced composition skills
Math	3 units	2 courses in algebra, geometry
Science	3 units	physical science; at least 2 lab courses from biology, chemistry, physics, or related
Social science	3 units	American history, world history, economics/government
Foreign language	2 units	must be in the same language
	Total: 15 units	

Future:

Beginning in 2001, 16 units will be required for admission with the addition of a required fourth year of math. Also, a Freshman Index (FI) will be used with minimum cutoff scores determined by sector, based on a combination of the student's SAT/ACT scores and high school GPA (HSGPA). The formula is as follows:

SATVerbal + SATMath + HSGPA*500 = Freshman Index
e.g. 800 + 800 + 4.0 * 500 = 3600 (maximum Freshman Index)

Minimum cutoff scores will be: 2500 for research universities, 2040 for regional universities, and 1940 for senior colleges. In addition, all students must obtain a score of at least 430 on the SAT Verbal and 400 on the SAT math.

A pilot project looking at competency-based admission requirements is also under development.

HAWAII

Summary:

There are no statewide admission requirements for first-time freshmen. The University of Hawaii Board of Regents establishes broad guidelines for college admissions, and institutions set specific policies.

IDAHO

Summary:

The Idaho State Board of Education sets specific policies for admissions for first-time freshmen. Statewide admissions requirements were first adopted in 1987, with full implementation by 1989. They were updated in 1994.

Requirements for all public four-year institutions (1994):

High school graduation
Admissions index: uses GPA and test scores; described below
ACT or SAT: must be submitted
Required coursework (1 credit = 1 semester):

English	8 credits	
Math	6 credits	
Science	6 credits	
Social science	5 credits	
Foreign language	2 credits	
Computer science	--	desirable
Electives	3 credits	other college prep courses
Total: 30 credits (semesters)		

Note: all four-year institutions have an admission index which combines high school GPA and ACT/SAT scores. The lower the student's test score, the higher the GPA must be. For example, a student with an ACT score below 5 or a combined SAT score below 400 would need a 3.15 GPA to be admitted. A student with an ACT score of 36 or an SAT score of 1580 would only need a 1.4 GPA to be admitted.

ILLINOIS

Summary:

The Illinois Board of Higher Education sets statewide minimum coursework requirements for first-time freshmen, and institutions establish additional specific policies. The policy was first adopted by the Board in 1985, and the most recent "update" was Public Act 86-0954 signed in 1989 and effective for freshmen entering in fall 1993.

Requirements for all public four-year institutions (1993):

Required coursework:

English	4 units	communications and literature
Math	3 units	college preparatory
Science	3 units	laboratory sciences
Social science	3 units	emphasizes history and government
Electives	2 units	selected from a single foreign language, art, music, or vocational education
Total: 15 units		

Note: most institutions require ACT and class rank in combination.

INDIANA

Summary:

There are no statewide admission requirements for first-time freshmen. Institutions and system governing boards set specific policies for admission, using such factors as high school rank and GPA.

Future:

Indiana Core 40, adopted in 1994, outlines 40 high school units that students should take to prepare for college, including English, math, science, and social science. Efforts are being made to tie Core 40 to college admission.

IOWA

Summary:

The Iowa Board of Regents establishes broad guidelines for college admissions for first-time freshmen, and each university sets additional specific policies.

Requirements for regents universities:

High school graduation
Class rank: upper half
Required coursework:

English	4 units	
Math	3 units	4 units for engineering
Science	3 units	
Social Science	2-3 units	depends on major
Foreign language	2 units	where required

Note: each university sets specific policies with regard to other required coursework. Applicants with non-traditional credentials are individually evaluated for admission.

Future:

Competency-based admission requirements are under consideration by the Task Force on Applied High School Academics and Other Reformed Curricula as it considers ways to best handle non-traditional curricula. Competency-based admission will be an alternative to the traditional admissions process for those applicants with alternative credentials, and attention is being focused on competencies in alternative curricula, rather than assessment of student competencies for all students.

KANSAS

Summary:

Since 1903, a statewide policy of open admissions has been in effect, but institutions have set policies and procedures at more specific levels. This policy was overturned in 1996 when the Kansas legislature adopted traditional admission requirements for the six regents universities, to go into effect for 2001. Competency-based admission requirements were included in the statute and are under development by the Board of Regents and the State Board of Education, also to take effect for 2001.

Future requirements for the six Regents Universities (2001):

High school graduation or GED 50 or above
Three alternative doors:
pre-college curriculum with 2.0 high school GPA *or* top 1/3 class rank *or* 21 ACT score
Required coursework:

English	4 years	
Math	3 years	must pass algebra II
Science	3 years	must have either chemistry or physics
Social science	3 years	
Computer science	1 year	
Total:	**14 years**	

KENTUCKY

Summary:

The Kentucky Council on Postsecondary Education sets minimum admissions standards for first-time freshmen, and institutions can establish additional specific policies for admissions. Statewide requirements were first adopted in 1976 and have been updated several times, most recently in 1992, in effect 1995.

Requirements for statewide four-year institutions (1995):

High school graduation; no set score for GED
ACT: required, but no minimum score for resident students
Required coursework:

English	4 units	English I, II, III, and IV
Math	3 units	algebra I, algebra II, and geometry, or integrated math I, II, and III
Science	2 units	biology I, and either chemistry I or physics I
Social Science	2 units	world civ & U.S. history
Health/P.E.	1 unit	1/2 unit health and 1/2 unit P.E.
Electives	8 units	
Total:	**20 units**	

LOUISIANA

Summary:

There are no statewide admissions policies for first-time freshmen; system offices establish broad guidelines and institutions set specific policies for admissions.

MAINE

Summary:

There are no statewide admissions policies for first-time freshmen; institutions set their own admissions requirements.

MARYLAND

Summary:

In 1988, University System of Maryland was established with 11 of the 13 public institutions in the state, and a systemwide admissions policy was approved by the Board of Regents in 1990. Institutions may set their own specific requirements that are more rigorous than systemwide requirements. Requirements were last updated in 1996, in effect for 1997.

Requirements for the University of Maryland System (1997):

High school graduation
SAT or ACT: required, but no systemwide minimum
High school GPA: 2.0
Class rank: varies by institution
Required coursework:

English	4 units	
Math	3 units	algebra I or applied math I& II; geometry; algebra II
Science	3 units	at least 2 subjects; at least 2 with laboratory
Social science/history	3 units	
Foreign language *or* Advanced technology	2 units	2 foreign language in one language *or* 2 advanced technology in a state-approved Tech Prep program
Academic electives	6 units	
	Total: 21 units	

Future:

The 1996 update coincided with the work of the K-16 Maryland Partnership for Teaching and Learning and the state's efforts to implement a new school performance assessment program. At that time, it was noted that admission requirements will need to be revised when the high school assessment program is finalized, and competency-based admission requirements are currently under study at the system level.

MASSACHUSETTS

Summary:

In 1995, the Massachusetts Higher Education Coordinating Council, in collaboration with institutions, adopted statewide admission standards for first-time freshmen; these go into effect for fall 1997 freshmen. Institutions may develop admissions policies that exceed the minimum requirements, reflecting both the new minimum standards as well as campus role and mission.

Requirements for the State Colleges and the University of Massachusetts (1997):

High school graduation
SAT or ACT: must be submitted, but no specific cutoff
High school GPA: 2.6 for State Colleges and 2.75 for UMass, or sliding scale applies (described below)
Required coursework:

English	4 units	
Math	3 units	algebra I, algebra II, and geometry/trigonometry, or comparable coursework; fourth year recommended
Science	3 units	2 units with laboratory, e.g. biology, chemistry, physics
Social science	2 units	including 1 year of U.S. history
Foreign language	2 units	must be in the same language; 3 recommended
Electives	2 units	chosen from above, arts & humanities, and/or computer sciences
	Total: 16 units	

Note: if a student does not have a 2.6 GPA, a sliding scale applies, using the SAT or ACT score. The lower the GPA, the higher the test score must be, but a student may not have a GPA lower than 2.0.

Future:

In fall 1998, minimum GPAs will be increased to 2.7 for State Colleges and 3.0 for UMass. Following the first year of implementation, admission standards will be reviewed with an expectation that opportunities will be identified for raising them further.

MICHIGAN

Summary:

There are no statewide admissions policies for first-time freshmen; institutions set their own admissions requirements.

MINNESOTA

Summary:

There are no statewide admissions policies for first-time freshmen. However, there is a three-tiered admissions/access model for the Minnesota State Colleges and Universities system (MNSCU) which was established when three systems (universities, community colleges, and technical colleges) were merged in 1995. (This system does not include the University of Minnesota.) MNSCU sets requirements for each institutional type according to statutorily-defined missions, and individual institutions can be more restrictive.

Requirements for the state universities in the Minnesota State Colleges and Universities system (1996):

High school graduation
ACT or SAT: at or above 50th percentile
Class rank: upper 50% of class
Required coursework:

English	4 years	
Math	3 years	with intermediate/advanced algebra
Science	3 years	with 1 each physical and biological
Social science	3 years	with 1 each U.S. history and geography
Foreign language	2 years	must be in the same language

Future:

Competency-based admission requirements are currently under development for the Minnesota Colleges and Universities, a major focus of the strategic plan. Initial steps were taken in 1992 for state universities, but when they will go into effect is undetermined.

MISSISSIPPI

Summary:

Mississippi Institutions of Higher Learning (IHL) sets admissions policies along with institutions. Admissions requirements were first established in 1944, and revisions have occurred periodically, most recently in 1995 and implemented in 1996.

Requirements for the eight state-supported universities (1996):

There are four alternative ways to gain admission:

1) Complete the College Prep Curriculum (CPC) with a 3.2 GPA on the CPC.
2) Complete the CPC with:
   a) a 2.5 GPA on the CPC or a class rank in the top 50% and
   b) an ACT score of 16 (or equivalent SAT).
3) Complete the CPC with:
   a) a 2.0 GPA on the CPC and
   b) an ACT score of 18 (or equivalent SAT)
4) Satisfy the NCAA standards for student-athletes who are "full qualifiers" under Division I guidelines.

College Prep Curriculum (CPC):

English	4 units	must require substantial communication skills
Math	3 units	algebra I, algebra II, and geometry. Fourth course at a higher level highly recommended.
Science	3 units	from biology, chemistry, physics, or other course with comparable content and rigor. Two must be laboratory-based.
Social science	3 units	1 unit U.S. history, 1 unit world history (with substantial geography), 1/2 unit government, and 1/2 unit economics or geography
Advanced electives	2 units	from foreign language, world geography, 4th year laboratory-based science, or 4th year math. One unit must be in foreign language or world geography.
Computer applications	1/2 unit	
	Total: 15 1/2 units	

MISSOURI

Summary:

In 1992, the Missouri Coordinating Board for Higher Education recommended a 16-unit core curriculum for admission to all public four-year institutions plus a tiered system in which additional criteria would be used depending on institutional selectivity level. Institutions are phasing in these standards and moving toward full implementation. In addition, some institutions have developed a more stringent core requirement.

Requirements for public four-year institutions (1992, being phased in):

High school graduation
Eligibility index: uses ACT/SAT and class rank, tied to selectivity level; described below
Required coursework:

English	4 units	2 must emphasize composition or writing skills
Math	3 units	algebra and beyond
Science	2 units	1 must be laboratory course
Social science	3 units	
Visual/performing arts	1 unit	visual arts, music, dance, theater
Electives	3 units	from foreign languages and above courses; 2 units of the same foreign language strongly recommended (required at some institutions)
	Total: 16 units	

Note: under the tiered admission system, an index is calculated combining the ACT composite score percentile and the high school rank percentile. There is a minimum score for admission for each selectively level, as well as a minimum ACT score (or equivalent SAT) which automatically admits a student:

highly selective: minimum index score of 140; automatically admitted with 27 ACT;
selective: minimum index score of 120; automatically admitted with 24 ACT;
moderately selective: minimum index score of 100; automatically admitted with 21 ACT;
open enrollment: n/a

MONTANA

Summary:

The Montana University System establishes broad guidelines for college admissions for first-time freshmen, and institutions set specific policies. There is a two-tiered system for college admissions.

Requirements for public four-year institutions (1995):

High school graduates with a College Preparatory Program must meet at least one of the following:
1) ACT: 22 or SAT: 1030 for MSU-Billings, MSU-Bozeman, Montana Tech of the UM, and UM-Missoula; ACT: 20 or SAT: 960 for MSU-Northern and Western Montana College of UM; *or*
2) high school GPA: 2.5 *or*
3) class rank upper half.

NEBRASKA

Summary:

The Nebraska Coordinating Commission for Postsecondary Education establishes broad guidelines for college admissions for first-time freshmen. The University of Nebraska system governing board, along with institutions, has set specific requirements for University of Nebraska institutions, at least as far back as 1982. The Nebraska State Colleges governing board has set admissions policies for this system back to 1977 or earlier, but requirements are minimal.

Requirements for the University of Nebraska system (1996):

High school graduation
"Performance requirement:"
ACT: 20 or SAT: 850 *or* class rank: top half
"Core course requirement":

English	4 units	must include intensive reading and writing
Math	3 units	algebra I, algebra II, and geometry
Natural sciences	3 units	at least 2 from biology, chemistry, physics, and earth sciences. 1 must include laboratory instruction
Social studies	3 units	1 American and/or world history; 1 additional from history, American government, and/or geography; a third from any social science
Foreign language	2 units	from same language
Electives	1 unit	
	Total: 16 units	

Note: students are assured admission if they meet: 1) the "core course requirement" and 2) the "performance requirement"--class rank or ACT/SAT.

Requirements for the Nebraska State Colleges (1993):

High school graduation
ACT/SAT: must be submitted, but no minimum established
High school transcript: must be submitted

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NEVADA

Summary:

The University and Community College System of Nevada, along with institutions, sets specific admissions policies for first-time freshmen. These have existed for many years and were most recently updated in 1993.

Requirements for universities within the University and Community College System (1993):

High school graduation
High school GPA: 2.5
Required coursework:

English	4 units
Math	3 units
Science	3 units
Social science	3 units
Computer science	1/2 unit
Total:	**13 1/2 units**

Note: there are alternative methods to satisfy high school core course requirements: higher GPA or test scores.

NEW HAMPSHIRE

Summary:

There are no statewide admission requirements for first-time freshmen, and specific admission policies are set at the institutional level.

NEW JERSEY

Summary:

There are no statewide admission requirements for first-time freshmen, and specific admission policies are set at the institutional level.

NEW MEXICO

Summary:

There are no statewide admission requirements for first-time freshmen, and specific admission policies are set at the institutional level.

NEW YORK

Summary:

The State Education Department, along with system offices (SUNY and CUNY), establishes broad guidelines for college admissions; specific admission policies are set at the institutional level.

Requirements for senior colleges in the City University of New York (1996):

High school graduation
ACT: 22 or SAT: 1020 (in index, described below)
High school GPA: in index, described below
Required coursework:

English	2 units	4 recommended
Math	2 units	3 recommended; algebra, geometry, trigonometry
Science	2 units	2 recommended; lab science
Social science	2 units	4 recommended
Foreign language	2 units	2 recommended
Fine, visual, performing arts	--	1 recommended
Total:	**10 units required;**	**16 units recommended**

Note: each of the senior colleges of CUNY has a different combination of high school GPA of academic courses, the number and disciplines of academic courses, and SAT/ACT scores for admission.

Future:

CUNY is in a phase-in program. By 2000, the 16 recommended units will be required for senior college admission.

NORTH CAROLINA

Summary:

The University of North Carolina General Administration establishes broad guidelines for college admissions, and institutions set specific policies. Systemwide policies were first adopted in 1984, and last updated in 1988, taking effect in 1990.

Requirements for all public four-year institutions (1990):

Required coursework:

English	4 units	
Math	3 units	through algebra II
Science	3 units	
Social science	2 units	
Total:	**12 units**	

NORTH DAKOTA

Summary:

The North Dakota University System, along with institutions, sets specific policies for college admissions for first-time freshmen. These were first adopted in 1993, and reviewed, but not changed, in 1996.

Requirements for public four-year institutions (1993):

Required coursework :

English	4 units	
Math	3 units	algebra I and above
Science	3 units	must be laboratory science, including at least 1 unit each in 2 or more of the following: biology, chemistry, physics, or physical science
Social science	3 units	
Foreign language	--	2 units of a single language strongly recommended
Total: 13 units		

OHIO

Summary:

Ohio law specifies that all high school graduates are entitled to admission to any state-supported college or university in the state and allows institutions to impose coursework requirements for *unconditional* admission. A 15-member Advisory Commission on Articulation between Secondary Education and Ohio Colleges in 1981 was charged with the task of developing a college preparatory curriculum that would clearly reflect collegiate expectations for entering students. All state-supported universities have since adopted this curriculum for unconditional freshman admission. However, Ohio colleges and universities remain autonomous, and all admissions policies are set by institutional boards of trustees.

Required courses for college preparatory curriculum recommended for unconditional admission to all four-year public institutions (1981):

English	4 units	
Math	3 units	algebra I, algebra II, geometry, one of which should be taken in the senior year
Science	3 units	must include 2 units from biology, chemistry, and physics
Social studies	3 units	must include 2 units history and 1/2 unit civics or government
Foreign language	3 units	must include no less than 2 units of any language for which credit is sought
Total: 16 units		

Note: recent 1997 legislation increased the minimum course requirements needed for high school graduation in Ohio to 4 units English, 3 units math, 2 units science, and 3 units of social studies, plus health, physical education, and electives. These requirements come closer to the required college preparatory curriculum recommended by the Board of Regents, and must be met by all students graduating high school after September, 2001. This will mean that students conditionally admitted to higher education will have completed nearly all the recommended college curriculum. It is unknown at this point whether the recommended college curriculum will be modified.

OKLAHOMA

Summary:

A statewide admission policy for first-time freshmen has existed in Oklahoma at least since 1962, with an 11-unit core curriculum first approved in 1984. Higher standards, based on ACT scores, class rank, and high school GPA, were approved in 1988 and 1989, and a stronger 15-unit curriculum requirement was approved in 1993. These requirements have been phased in over time and revised several times, most recently in 1996 to go into effect for 1997. Institutions may propose additional specific policies which then must be approved by the Oklahoma State Regents for Higher Education.

Requirements for the Oklahoma State System for Higher Education (1997):

High school graduation or GED score of 40 on each of 5 tests, and overall composite of 45
There are two admissions options, both having cutoff points tied to selectivity level. Students must meet:

1) ACT/SAT requirements (see below) *or*
2) high school GPA and class rank requirements (see below)

Required coursework:

English	4 units	
Math	3 units	from algebra I, algebra II, geometry, trigonometry, math analysis, or calculus
Science	2 units	must be laboratory science from biology, chemistry, or physics
History	2 units	at least 1 unit U.S. history
Citizenship skills	1 unit	from economics, geography, government, non-western
Electives	3 units	from above subjects, computer science, or foreign language culture
	Total: 15 units	

Note: there is a two-tiered admission system. Comprehensive universities require: a) test scores in the top one third (currently ACT 22 and new SAT 1030) *or* b) 3.0 GPA and top 33% class rank. Regional universities require: a) test scores in the top one half (currently ACT 19 and new SAT 910) *or* b) 2.7 GPA and top 50% class rank. All students must meet coursework requirements.

OREGON

Summary:

The Oregon State System of Higher Education (OSSHE) establishes broad guidelines for college admissions and approves institution-specific requirements and variations. Admission requirements were first adopted in 1985 and were most recently updated for 1997.

Requirements for public four-year institutions (1997):

High school graduation
ACT or SAT: scores must be reported, but no minimum set (see below)
High school GPA: varies by institution from 2.5 to 3.0
Required coursework:

English	4 units	including the study of the English language, literature, speaking and listening, and writing, with emphasis on writing expository prose
Math	3 units	algebra I and 2 additional years of college preparatory math; may include courses that integrate topics; highly recommend 1 unit in the senior year
Science	2 units	1 year each in 2 fields of college preparatory science; 1 recommended as a lab science
Social studies	3 units	1 year of U.S. history; 1 year of global studies (world history, geography, etc.); 1 social studies elective (government strongly recommended)
Second language	2 units	must be in the same language; American Sign Language accepted
	Total: 14 units	

Note: SAT/ACT test scores are used as an alternate means of meeting the GPA and/or subject requirements; for graduates of nonstandard or unaccredited high schools; in selectively admitting qualified applicants; and for advising, guidance, and research purposes. Second language requirement may be met by satisfactory performance on an approved assessment of second language knowledge and/or proficiency.

Future:

After passage of school reform legislation 1991, OSSHE began to examine the knowledge and skills needed for college admissions and commissioned the development of such a list. In 1994, the State Board of Higher Education adopted the proficiencies contained in the Proficiency-based Admission Standards Study (PASS) as policy for OSSHE. Beginning with freshmen admitted fall 2001, students will be expected to demonstrate proficiency in mathematics and English; science will be added for 2002, social science for 2003, the arts for 2004, and second language for 2005.

PENNSYLVANIA

Summary:

There are no statewide admission requirements for first-time freshmen. All admissions policies are set at the institutional level.

RHODE ISLAND

Summary:

The Rhode Island Office of Higher Education sets specific admissions policies for first-time freshmen. These were first adopted in 1983 and have remained unchanged.

Requirements for public four-year institutions (1983):

Required coursework

English	4 units	
Math	3 units	
Science	2 units	must be laboratory courses
Social science	2 units	
Foreign language	2 units	
Computer science	1/2 unit	
Total:	**13 1/2 units**	

Note: there is also an admissions index which is different for the University of Rhode Island and Rhode Island College.

SOUTH CAROLINA

Summary:

The current statewide admissions policies for first-time freshmen are the result of actions of several entities. The Commission on Higher Education took the lead in establishing College Preparatory Course Prerequisite Requirements in 1984; these were implemented in 1988 and revised three times since then. Second, legislation was passed in 1988 mandating the additional use of SAT scores and class rank for college admissions; the Commission publishes approximate minimum requirements. Finally, institutions have the discretion to annually revise the SAT and class rank requirements and report them to the Commission.

Requirements for public four-year institutions (course requirements in effect 1993; SAT and class rank updated annually):

High school graduation
ACT/SAT and class rank: combined in index; varies by institution (described below)
College Preparatory Course Prerequisite Requirements:

English	4 units	at least 2 must have strong grammar and composition components; at least 1 in English literature and at least 1 in American literature (Met by college preparatory English I, II, III, and IV.)
Math	3 units	algebra I, algebra II, and geometry. Fourth strongly recommended. (Applied math I and II may count together as substitute for algebra I if student completes algebra II.)
Science	2 units	must be laboratory science and must include at least 1 unit each of 2 different lab sciences (biology, chemistry, or physics).
Foreign language	2 units	must be in the same language
History	1 unit	U. S. history
Social studies	2 units	1/2 unit economics and 1/2 unit government strongly recommended
P.E. or ROTC	1 unit	
Elective	1 unit	must be advanced math or computer science; or world history, world geography, or western civilization
	Total: 16 units	

Note: in addition to course requirements, a formula is used for admission, which combines high school class rank and ACT/SAT score: the higher the class rank, the lower the test score may be. Example: at the University of South Carolina-Columbia, a student in the top 20% of class needs an ACT score of 14, in the top 50% needs 24, and in the top 80% needs 31 on the ACT test. Institutions have discretion in determining the minimum requirements, and some institutions use predictive equations for admissions.

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SOUTH DAKOTA

Summary:

The South Dakota Board of Regents sets specific admission policies for first-time freshmen. These were first adopted in 1987 and have been updated several times, most recently in 1996. At that time, the board established "competency criteria" alternatives to coursework requirements.

Requirements for public universities (1996):

High school graduates must:
meet the minimum course requirements with a 2.0 GPA in these courses *or* meet competency criteria;
and
rank in the top 60% of their class *or* obtain an ACT score of 18 (SAT-I score of 870) *or* obtain an overall high school GPA of 2.6.

Required coursework:

English	4 years	major emphasis on grammar, composition, or literary analysis
Math	3 years	advanced math (algebra, geometry, trigonometry, or other advanced math)
Science	3 years	lab science (biology, chemistry, or physics, or approved physical or earth science)
Social studies	3 years	history, economics, sociology, geography, government
Computer science	--	high school coursework or demonstrated skills
Fine arts	1/2 year	art, music, or theater

Competency criteria (alternatives to required coursework):

English	ACT English subtest score of 17, or AP English score of 2 (Language and Composition, or Literature and Composition)
Math	ACT Math subtest score of 17, or AP calculus score of 2
Science	ACT science reasoning subtest score of 17, or AP science score of 2 (Biology, Chemistry, or Physics)
Social science	ACT social studies/reading subtest score of 17, or AP social studies score of 2 (Microeconomics, Macroeconomics, Comparative or U.S. Government and Policies, European or U.S. History, or Psychology)
Computer science	AP Computer Science score of 2
Fine arts	AP fine arts score of 2 (History of Art, Studio Art drawing or general portfolio, or Music Theory)

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TENNESSEE

Summary:

The Tennessee Higher Education Commission establishes broad guidelines for college admissions for first-time freshmen, and institutions set specific admissions policies. The first statewide requirements were set in 1989, and they were updated in 1991.

Requirements for all public four-year institutions (1991):

High school graduation
ACT: varies by institution; generally 19-23
High school GPA: varies by institution
Class rank: varies by institution
Required coursework:

English	4 units	
Math	3 units	2 algebra; 1 advanced
Science	2 units	1 must be U.S. history
Foreign language	2 units	must be in the same language
Visual/performing arts	1 unit	
Total:	**14 units**	

TEXAS

Summary:

For the first time in more than 40 years, the Texas legislature passed a law in June, 1997 mandating broad guidelines for admission for first-time freshmen. This law was passed in response to the *Hopwood* v. *Texas* decision which banned racial preferences in college admissions and will go into effect for fall 1998. Up to this time, individual universities have established their own admissions policies that are officially adopted by their respective governing boards.

The Texas Higher Education Coordinating Board publishes periodic brochures for college-bound students recommending appropriate high school courses in preparation for college study.

Requirements for public universities (1998):

According to the new law, universities *must* admit all students who graduate in the top 10% of their graduating class, regardless of courses taken. Universities *may* extend automatic admission to students who graduate in top 25% of class.

Future:

There are some concerns resulting from the new law pertaining to whether or not all students meeting these criteria would be qualified for college-level work and how selections will be made if capacity is exceeded. In the near future, THECB will be devising a process to guide how selections are made under the new law.

UTAH

Summary:

The Utah System of Higher Education works together with institutions to set admissions policies for first-time freshmen. General guidelines were first set in 1984, and specific requirements for the four universities were codified in 1992 for fall 1993, with additional requirements to be phased in through 1995. There is a two-tiered admission system.

Requirements for the Utah System of Higher Education (1995):

High school graduation
Eligibility index: uses GPA and ACT; described below
Coursework, required for the University of Utah and Utah State University, recommended for Weber State University and Southern Utah University:

English	4 units	emphasizing composition/literature
Math	3 units	from elementary algebra, geometry, intermediate algebra, trigonometry, college/advanced algebra, or calculus; strongly urged to take courses through trigonometry
Science	3 units	at least 1 lab course; at least 2 from biology, chemistry, and physics, and a third from approved district science courses
American history	1 unit	
Foreign language	2 units	must be same language (required only for U. of U.)
Electives	4 units	from at least 2 groups: English, history, math beyond intermediate algebra, foreign language, lab science, social science, fine arts)
	Total: 17 units	

Note: an index is calculated combining GPA and ACT/SAT score. Examples of index numbers include:

GPA	ACT	Index
3.5	25	113
3.5	20	104
3.5	15	95
2.0	28	92
2.0	21	80
2.0	15	69

At the University of Utah and Utah State, students with index scores of 100 and above have an excellent chance of being admitted; 85-99 will be individually considered; and below 85 can only be admitted through special and nontraditional admission.

At Weber State and Southern Utah, students with index scores of 95 and above have an excellent chance of being admitted; 80-94 will be individually considered; and below 80 can only be admitted through special and nontraditional admission.

VERMONT

Summary:

There are no statewide admission requirements for first-time freshmen at public four-year institutions, but the Vermont State Colleges system does establish broad guidelines for the institutions within this system. Specific admissions policies are set by institutions.

VIRGINIA

Summary:

The State Council of Higher Education for Virginia establishes broad guidelines for college admissions for first-time freshmen, and institutions set specific admissions policies. Although there are no statewide requirements, Virginia has a 23-unit advanced studies high school diploma recommended for college-bound students which was first adopted in 1983.

Requirements for the Advanced Studies High School Diploma in Virginia, recommended for college-bound students (1997):

English	4 units	
Math	3 units	algebra I and higher
Science	3 units	in earth science, biology, chemistry, and physics
Social science	3 units	VA/U.S. history, VA/US government, world studies
Foreign language	3 units	3 in same language, or 2 in each of 2 languages
Fine or practical arts	1 unit	
Health/P.E.	2 units	
Electives	4 units	from approved list
	Total: 23 units	

WASHINGTON

Summary:

The Washington Higher Education Coordinating Board is directed by the state legislature to set admission standards for first-time freshmen at public four-year institutions. HECB sets minimums and alternatives; institutions may legally add to minimum requirements. Statewide admission requirements were first set in 1987, and phased in through 1992.

Requirements for all public four-year institutions (1992):

High school graduation
ACT/SAT: no absolute minimum; combined with GPA for index (described below)
High school GPA: 2.5 minimum; combined with ACT for index (described below)
Required coursework:

English	4 years	at least 3 in composition and literature
Math	3 years	algebra, geometry, algebra II. More advanced recommended.
Science	2 years	at least 1 in biology, chemistry, or physics with lab; 2 units agricultural science equals 1 science
Social studies	3 years	history or any social science
Foreign language	2 years	must be in the same language; includes American Sign Language
Elective	1 year	fine/visual/performing arts or college prep
	Total: 15 years	

Note: an index is calculated weighting GPA more heavily (3x) than test scores (1x). 85% probability of 1st year success at research institutions; 65% at regional institutions.

Future:

Competency-based admission requirements are in the process of being developed and will go into effect in 2000.

WEST VIRGINIA

Summary:

The West Virginia State College and University Systems establish broad guidelines for college admissions. Institutions, with state approval, may establish more rigorous standards. Statewide requirements were first set in 1976 and have been updated several times, most recently in 1992.

Requirements for the West Virginia State College System and University System (1992):

High school graduation
ACT: 17 or SAT: 810
High school GPA: 2.0
Required coursework:

English	4 units	
Math	2 units	algebra I and higher
Science	2 units	lab science, normally in biology, chemistry, or physics
Social science	3 units	including U.S. history
Foreign language	--	recommended
	Total: 11 units	

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WISCONSIN

Summary:

The University of Wisconsin System establishes broad guidelines for college admissions for first-time freshmen at public four-year institutions, and also sets specific coursework requirements. Institutions set additional admissions requirements, including test score and class rank criteria. Systemwide requirements were first adopted in 1972 and were last updated in 1992, going into effect 1995.

Requirements for the University of Wisconsin System (1995):

High school graduation
ACT: must be submitted, but minimum set by institution
SAT: accepted for out-of-state residents; minimum set by institution
Class rank: set by institution (generally top 50% or higher)
Required coursework (must be college preparatory units):

English	4 units	
Math	3 units	
Science	3 units	
Social science	3 units	
Foreign language	--	only 2 campuses require; 2 units in same language
Electives	4 units	from above core courses, foreign language, fine arts, computer science, and other academic units
	Total: 17 units	

Note: board policy requires that applicants are prepared "to do satisfactory work at the campus to which they are applying," and ACT and class rank are used as evidence. Each institution establishes its own minimums.

Future:

Competency-based admission requirements are being developed in a pilot study. These will not replace traditional requirements, but will provide an alternative admission process for students from high schools with non-traditional curricular structure.

WYOMING

Summary:

There are no statewide admission requirements for first-time freshmen. All admissions policies are set at the institutional level.

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APPENDIX C

Summary of Open-door, Conditional, and Other Admissions Policies

C-1. Admissions Policies of Public Two-Year Institutions

	Any individual wishing to attend is admitted.	Only individuals with a h.s. diploma or equivalent are admitted.	Other/Comments
Alabama		X	Exceptions may be made for non-degree programs based on ability to benefit plan.
Alaska	X		Must be 18 years or older, if without h.s. diploma or GED.
Arizona	X		
Arkansas	X		
California	X		"Interested and able to benefit."
Colorado	X		
Connecticut		X	Exceptions are tolerated if made within the scope of the institution's written policy.
Delaware	X		
Florida		X	
Georgia		X	Students seeking A.A. or A.S. degrees must meet additional qualifications. Effective 2001, will need 330 SAT Verbal and 310 SAT math as well as a score of 1830 on the new Freshman Index.
Hawaii	X		18 years or older.
Idaho		X	Two institutions currently reviewing standards; at least one will require 2.0 GPA and 4 (semester) units of math, 4 units of natural science, and 8 units of English.
Illinois		X	Must have h.s. diploma or GED for college credit programs. The same 15 units required for public university admission are required for A.A. and A.S. degree programs. (Anyone can enroll in adult education/ literacy courses.)
Indiana		X	
Iowa		X	Some activities do not require a h.s. diploma, such as h.s. completion programs, concurrent h.s./vocational ed enrollment, and developmental education.
Kansas	X		
Kentucky		X	

	Any individual wishing to attend is admitted.	Only individuals with a h.s. diploma or equivalent are admitted.	Other/Comments
Louisiana		X	There are exceptions--usually a competency-based test or a recommendation from a committee that the student is likely to succeed if provisionally admitted.
Maine		X	
Maryland		X	
Massachusetts		X	
Michigan		X	
Minnesota		X	For community colleges only; anyone may attend a technical college.
Mississippi		X	
Missouri		X	Latitude provided to those without to prove their ability to succeed, e.g. special assessment, probationary admission.
Montana		X	Also must be 18 years of age, or if under this, must have recommendation of h.s. principal.
Nebraska	X		Each of six area boards sets policies for own area. No statewide policies.
Nevada	X		Must satisfy at least one of the following: 1) at least 18 years of age; 2) h.s. diploma or equivalent; or 3) a qualified h.s. student.
New Hampshire		X	
New Jersey	X		
New Mexico	X		Must be at least 18 years of age or have h.s. diploma or GED.
New York		X	Some special exceptions.
North Carolina	X		
North Dakota		X	For technical programs, h.s. diploma recommended, but not required.
Ohio		X	Some exceptions, such as returning workforce.
Oklahoma	X		As long as their h.s. class has graduated. All applicants must participate in the ACT program.
Oregon	X		

	Any individual wishing to attend is admitted.	Only individuals with a h.s. diploma or equivalent are admitted.	Other/Comments
Pennsylvania			
Rhode Island	X		
South Carolina	X		Statewide, must be at least 18 years of age or have h.s. diploma. Some institutions require diploma.
South Dakota	n/a	n/a	Does not have public 2-year institutions.
Tennessee		X	
Texas	X		
Utah	X		
Vermont	n/a	n/a	No statewide policy; differs by institution.
Virginia		X	Or if students meet the "ability to benefit" rule.
Washington	X		Must be at least 18 years of age or have h.s. diploma or GED.
West Virginia	X		For regular admission, must have h.s. diploma or GED.
Wisconsin		X	Two-year centers which are part of UW System have additional qualifications for admissions. Wisconsin Technical Colleges, a separate system of 16 institutions, are open enrollment institutions.
Wyoming	X		

C-2. States That Set Limits on the Number of Students That May Be Admitted Who Do Not Meet Stated Admission Requirements

Arizona	10% of resident freshman class.
California	UC: 6% of new freshmen; CSU: 8% of new undergraduates.
Colorado	Statute limits to 20%.
Florida	Universities cannot go beyond current level without permission of the Board of Regents.
Georgia	Beginning summer 1997, may admit a small number of limited admissions; number depends on the sector.
Idaho	Policies exist; no further information provided.
Kansas	10% of total freshman class.
Kentucky	5% of average of last 4 years' freshman enrollment.
Maryland	15% of freshmen.
Massachusetts	15% in 1997; 12% in 1998; 10% in 1999.
Missouri	10% on ACT/h.s. rank.
Montana	15% of first-time, full-time undergraduates.
Nebraska	University of NE: 25% of first-time traditional freshmen.
Nevada	6% of total freshman enrollment for previous fall semester.
New York	CUNY: limits "presidential waivers."
North Dakota	5-10% (depending upon institution) of university's first-time freshman enrollment from previous year
Oklahoma	8% of an institution's previous year's first-time entering freshmen. There are other right-to-try categories with no limits on the number of students admitted.
Oregon	5% of first-time freshman class admitted previous year; applicants considered on a case-by-case basis.
South Carolina	[No statewide policy, but annually publish data on compliance with course prerequisites which receives publicity.]
South Dakota	3% of prior year entering freshmen class.
Tennessee	Policies exist; no further information provided.
Utah	5%.
Washington	15%.
West Virginia	Four-year colleges have discretionary authority to waive requirements for 5% of freshmen who graduated within 5 years of date of enrollment.

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C-3. Establishing a "Floor" for Conditional Admission Below Which No Student May Be Admitted

Georgia	330 SAT Verbal and 310 SAT Math.
Idaho	Policies exist; no further information provided.
Kansas	Policies exist; no further information provided.
Maryland	H.s. diploma or equivalent.
New York	CUNY: h.s. diploma or equivalent.
Oklahoma	Summer Provisional Program: comprehensive universities: 18 ACT or 2.5 GPA; regional universities: 17 ACT or 2.5 GPA.
Washington	2.0 GPA and be lacking in no more than 3 Carnegie units.

C-4. Accepting Applied or Tech Prep Courses Toward College Admissions Requirements

Arkansas	Policies exist; no further information provided.
California	UC: accepts if the context is appropriate for "a-f" subjects; CSU: accepts some agriculture and Tech Prep h.s. courses as electives toward the 15 required courses.
Colorado	Pilot project accepts by mastery of the standard or competency, not by type of course.
Connecticut	Policies exist; no further information provided.
Georgia	Under development.
Idaho	Policies exist; no further information provided.
Indiana	Legislation allows for Tech Prep courses to be counted for dual credit at both the h.s. and college levels.
Iowa	Accepted on the basis of agreed upon Regent-wide articulation agreements.
Kansas	Limited to those approved by Commissioner of Education according to specified criteria.
Maine	Individual institutions may accept on a case-by-case basis, and for specific programs.
Maryland	Approved enhanced applied math I and II in lieu of algebra I; institutional decision to accept 2 approved advanced technology courses in lieu of foreign language.
Minnesota	[For MNSCU, varies by type of institution.]
Missouri	Selected applied academic courses developed by "CORD" and "AIT."
Nebraska	University of NE: could be relevant for admission under the "special merit" basis. NE State Colleges: recommendations from Department of Education in progress.
New Hampshire	Community Technical College System: based on demonstrated competency.
New York	CUNY: accepts them for 2-year degree programs only.
North Carolina	Only accept principles of technology I and II which, taken together, satisfy one science course requirement.
North Dakota	Accept applied courses taught by a certified secondary teacher who has a major or minor in the field.
Oklahoma	Can substitute one applied biology/chemistry unit for one of the two lab science requirements. Can substitute up to two "CORD" applied math units for two of the three math requirements as long as they also successfully complete algebra II.
Oregon	Done on an institutional basis.
South Carolina	Can substitute applied math I and II for algebra I, if student completes algebra II. Cannot accept applied communications or science. Institutions allowed to make exceptions if all other admissions criteria are met.
South Dakota	Based on articulation agreements.

Tennessee	Policy exists; no further information provided.
Utah	[No current policy, but may be move to accept certain applied math, science, and communication courses.]
Vermont	VT State Colleges: policies exist; no further information provided.
Washington	If school district certifies that course includes comparable academic content. (Coordinating Board reviews, but does not approve.)
West Virginia	Statewide committee defines certain applied and Tech Prep courses as appropriate for meeting system admission requirements.
Wisconsin	[No current policy, but there is a policy principle that recognizes Tech Prep and School-to-Work as "meaningful educational options" and pledges active participation with DPI, K-12, and WTCS in the implementation of such programs.]

C-5. Accepting Learning Experiences That Occur Outside the Regular Classroom (e.g. Community Service, Apprenticeships, Internships, etc.)

Alaska	Policies exist; no further information provided.
California	CSU only: Board of Trustees has established guidelines.
Florida	Accepted, but not as a substitute for the 19 units.
Idaho	Policies exist; no further information provided.
Indiana	State technical college offers technical certificate and associate degree programs that incorporate apprenticeship training.
Maine	Individual institutions may accept on a case-by-case basis, and for specific programs.
Minnesota	[For MNSCU, varies by type of institution.]
Mississippi	Policies exist; no further information provided.
Montana	Internships, credit for prior learning experiences.
Nebraska	University of NE: could be relevant for admission under the "special merit" basis. NE State Colleges: CSC Alternative Learning Program.
New Hampshire	Community Technical College System: based on demonstrated competency.
New Mexico	[No statewide policy, but coordinating board does promote cooperative education, by assigning staff time to assist institutions.]
New York	Individual colleges may give such credit--reviews take place after admission. State has a limit on these, proportional to the number of credits required for the degree. Also, have *Guidelines for Awarding Academic Credit for Knowledge Gained from Work and Life Experience* (1975).
Oklahoma	May validate outside learning experiences through examination as recommended by ACE; do not apply toward admission requirements.
Oregon	If these were college credit-bearing experiences (or fulfilled h.s. electives).
South Carolina	[No statewide policy; however, as part of performance funding, currently developing a policy on work and public service experiences for non-traditional students.]
South Dakota	Varies by university.
Utah	[No statewide policy, but students returning from church missions in foreign countries who learned a foreign language may take the most advanced class, and if passed, may be given credit for less advanced classes.]
Vermont	VT State Colleges: policies exist; no further information provided.
Washington	[No current policy; may change with competency-based standards.]
Wisconsin	Policy gives each UW institution the option of granting credit on the basis of recommendations made by ACE guides to non-collegiate educational experiences. (Mostly applies to transfer students.)

C-6. Applying Different Criteria For Accepting Adult Students

Arizona	22 years and older. Each university may adopt alternative admission requirements.
California	CSU: Board of Trustees has established guidelines; "adult" students are 25 years and older and h.s. graduates.
Colorado	Older than 20 years; non-traditional exempt from index score.
Connecticut	Policies exist; no further information provided.
Georgia	Non-traditional defined as graduated from h.s. more than 5 years ago and less than 20 quarter hours of college credit; may take the Collegiate Placement Exam instead of SAT/ACT.
Iowa	Individual exceptions may be made by certain colleges.
Kansas	21 years and older. Open admissions.
Kentucky	Adults 21 years and over; non-traditional 25 years and older.
Maryland	Defined as students more than three years beyond h.s.; must have diploma and minimum GPA of 2.0, but other criteria may be waived if have "potential for successful college work."
Massachusetts	Non-traditional applicants defined as having graduated from h.s. three or more years prior to applying. Must show "evidence of students' ability to achieve success based upon review of high school and/or college transcripts" and standardized testing.
Nebraska	University of NE: could be relevant for admission under the "special merit" basis.
Nevada	25 years or older.
New York	CUNY: for special admissions programs, adults defined as 25 years of age and older.
North Carolina	24 years or older.
North Dakota	Admission requirement policy is only applicable to students who graduated after 1993.
Oklahoma	21 years or older or on active military duty. Open admission.
South Carolina	22 years or older. Not required to take SAT/ACT.
South Dakota	21 years or older. Each institution establishes appropriate requirements.
Utah	23 years or older. Institutional policies.
Washington	25 years or older. Separate policy.
Wisconsin	Over 20 years. Do not have to meet all of regular admissions criteria.

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C-7. Other Admission Policies

Arizona	Policies for conditional admission have been modified, effective 1998; any student denied conditional admission may ask for a review for admission by exception.
California	CSU: different criteria may be used for Veterans.
Georgia	Standards differ for career associate students and international students.
Idaho	Home-schooled students must submit SAT or ACT scores and GED score.
Maryland	Early admission policies. Policies for admission from non-accredited/ non-approved high schools (reviewed individually considering standardized tests, course content, performance, etc.); home-schooled students (demonstration of competencies combined with test scores); and students with proficiency-based standards (considered individually).
New York	Have "Early Admission Guidelines" (1972).
North Carolina	May require supplemental materials and/or tests for applicants whose h.s. grades or class ranks are either not available or assessable from the h.s. record submitted.
Oklahoma	Opportunity admission category: if have not graduated from high school but ACT is at 99th percentile. Concurrent enrollment policies (based on ACT/SAT percentile).
South Dakota	Non-high school graduates and home-schooled students must obtain an ACT composite score of 18, and ACT English, Math, Social Studies/Reading, and Science reasoning sub-test scores of 17.
Washington	Separate policy for home-schooled students.

C-8. Assessing Freshmen for Placement into Courses

Alaska	[No statewide policy, but considerable placement testing for math and English occurs.]
Arkansas	All entering freshmen assessed using common standards across all public institutions.
California	UC: assesses written composition; CSU: assesses English and math (now being reviewed).
Connecticut	Policies exist; no further information provided.
Florida	Policies exist; no further information provided.
Georgia	If student did not complete the coursework requirements, must take Collegiate Placement Exam. This determines whether exempt from or placed in Learning Support.
Idaho	Policies exist; no further information provided.
Illinois	Institutions expected to assess entering students and place into courses that are appropriate.
Indiana	State pays for Advanced Placement exams in some subjects taken by h.s. students.
Kansas	Campus-based policies.
Maine	Policies exist; no further information provided.
Minnesota	[Assessment policy for MNSCU in progress.]
Mississippi	Policies exist; no further information provided.
Montana	Mathematics exams are being used for placement by some institutions.
Nebraska	University of NE: policies exist; no further information provided.
Nevada	English placement based upon ACT/SAT test scores for university and community college students.
New Hampshire	Community Technical College System: most students take ACT ASSET.
New York	CUNY: all entering freshmen must take placement tests in reading, math, and writing.
North Dakota	Varies by campus; primarily used for math and English placement.
Oklahoma	Entry-level assessment is mandatory through a two-step process: 1) ACT used as initial assessment of curricular proficiency (19 or above needed); 2) institutions may adopt secondary evaluation. If non-adults fail both, placed in mandatory developmental coursework. Institutions develop own policies for adults who fail both; must be approved by State Regents.
South Dakota	Math, English.
Tennessee	Policies exist; no further information provided.
Vermont	VT State Colleges: basic skills.
Virginia	State policy recommends mandatory assessment in reading, writing, and math, and placement of skill-deficient students in remedial classes.

West Virginia	State College System: has policy for assessing students for placement in math and English.
Wisconsin	UW System has placement tests that are voluntarily used by institutions to place freshmen in English, math, and foreign language courses.

APPENDIX D

Summary of Statewide Programs to Improve Student Preparation for College

D-1. Early Outreach Programs

Arkansas	Academic Challenge Scholarship Program.
California	UC: Early Academic Outreach. CSU: has programs; no further information provided. California Department of Education: AVID (study skills and peer mentoring/tutoring).
Connecticut	Mentoring programs.
Florida	College Reach-Out program.
Georgia	Various early outreach programs, e.g. Postsecondary Readiness Enrichment Program (PREP) which targets middle school students to increase likelihood of academic success through tutoring, mentoring, summer campus experience, and other activities.
Hawaii	Campus visits and orientation in grade 8.
Idaho	Programs exist; no further information provided.
Illinois	Via grants.
Indiana	Twenty-First Century Scholars.
Iowa	IMAGES/College Bound program for grades 7-12.
Kansas	Programs exist; no further information provided.
Kentucky	Advancement Via Individual Determination (AVID) offers meaningful support services to "underachieving" students so that they can succeed once they enroll in college-prep courses; targets middle through senior h.s. students who are ethnically diverse and/or economically disadvantaged.
Louisiana	Taylor Program is named after original program in LA.
Maine	Programs exist; no further information provided.
Maryland	MD National Early Intervention Scholarship Program.
Massachusetts	Programs exist; no further information provided.
Michigan	Programs exist; no further information provided.
Minnesota	Get Ready! program designed to help low income students of color and families with no college experiences learn and prepare for college beginning in grade 4.
Mississippi	Programs exist; no further information provided.
Missouri	Discussions underway.
Nebraska	Univ. of NE: regularly conduct disciplinary-based outreach programs, including those aimed at underrepresented groups.
New Hampshire	USNH: Trio or Talent Search/Upward Bound.
New Jersey	College Bound.

New Mexico	NM Early Intervention and Scholarship Program targets elementary and middle school students in schools with historically low postsecondary participation rates. NM MESA Program (Math, Engineering, Science Achievement) identifies ethnic minority students in 6th grade or later who are interested in college; during middle and high schools, provides them with advice, tutoring, challenge events, and other activities designed to strengthen their preparation for college majors and careers in math, science, engineering, or related fields. NM Scholars Program and NM (Lottery) Success Scholarships serve as incentives for students to prepare for postsecondary admission.
New York	Some access and equity programs.
North Carolina	Programs offered through Math and Science Education Network.
Ohio	Project for a Diversified Teaching Force (K-12 Higher Education Partnership).
Oklahoma	1) OK Higher Learning Access Program targets low-income 8th and 9th grade students for challenging college preparation program. 2) Summer Academies offers summer science and math learning experiences. 3) FOCUS provides free academic and financial planning information to parents of 7th, 9th, and 11th grade students. 4) OK Minority Teacher Recruitment Center informs middle/junior h.s. students of skills needed for education career. 5) Educational Planning and Assessment System assists middle and h.s. students to explore career options and develop career plans as well as providing students and high schools feedback on individual students' academic performance in English, math, reading, and science reasoning..
Pennsylvania	State System of Higher Education: Philadelphia Partnership Program.
Rhode Island	RI Children's Crusade for Higher Education.
South Carolina	Higher Education Awareness Program (8th grade). Teacher Cadet Program.
Vermont	VT State Colleges: VSAC Talent Search.
Virginia	Pre-Collegiate Awareness Program, a 3-week summer program for 8th-11th graders to live and learn on a college campus.
Washington	National Early Intervention Scholarship/Partnership Program.
West Virginia	Federal Talent Search Program. College Day Recruitment Program.
Wisconsin	1) UW System Design for Diversity funds precollege programs for students of color and economically disadvantaged students. 2) Multicultural Information Center, located in Milwaukee, is the precollege outreach information and referral component of the UW System. 3) UW System and Department of Public Instruction jointly produce and distribute a Precollege Program Directory; information is also available via the Internet.

D-2. Publications, Letters, or Other Written Communications to High School Students

Alabama	Brochure on *Preparation for College* sent to various school groups.
Arizona	*Ready for Success* brochure.
Arkansas	Publications exist; no further information provided.
California	UC: publications exist; no further information provided. CSU: CSU Review and admission handbook.
Colorado	Publications exist; no further information provided.
Florida	Counseling manuals.
Georgia	Admissions Communications Campaign. *PREP it Up!* brochure.
Idaho	Annual parent/student folder: check-off list for admission requirements.
Indiana	IN Career and Postsecondary Advancement Center (ICPAC).
Iowa	Regent joint publications and those of IA College Student Aid Commission.
Kansas	Publications exist; no further information provided.
Kentucky	Open Letter from admissions directors.
Louisiana	Recommended college prep curriculum.
Maine	Publications exist; no further information provided.
Maryland	Freshman Admissions Requirements brochure (system-level). *Student Guide to Higher Education in Maryland (1997).*
Massachusetts	Brochures sent to h. s. students; posters for every high school in state; booklets sent to parents of all middle school students (6th-8th grades).
Michigan	Publications exist; no further information provided.
Minnesota	Publications for parents, 4th graders, 8th graders, and h.s. students.
Mississippi	Brochure on revised admission standards.
Missouri	*Making High School Count* brochure for parents. *Rated PG: Parental Guidance Suggested: A Parent's Guide for Student Academic Achievement and Financial Aid.* Poster in middle school.
Montana	Viewbooks sent out by different institutions.
Nebraska	*Careers and Education in Nebraska* brochure.
Nevada	*Preparing for College* brochure.
New Hampshire	Community Technical College System: School-to-Work.
New Mexico	Several publications exist, including *Opportunity! Your Guide to Higher Education in NM.*
New York	Publications exist. CUNY: starting in the 8th grade, students receive college preparatory materials.
North Carolina	*Institutional Profiles, Educational Opportunities, Student Financial Aid Programs in NC* prepared for school counselors.

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North Dakota	*Planning for Life, College, and Careers* brochure.
Oklahoma	*Preparing for College*. *Guide to Oklahoma Colleges and Universities*. *Student Competencies for College Success* outlines h.s. learning competencies needed for college success in four areas.
South Carolina	In addition, all have information on World Wide Web.
South Dakota	*Preparing for College* brochure.
Tennessee	Publications exist; no further information provided.
Texas	Many publications, including *Planning for College Admission* with advice for h.s. students; *Reach for Success* with graduation check lists; *College Bound* jointly published by THECB and the TX Guaranteed Student Loan Corp; and *Goals for College Success* describing general skills needed for college.
Utah	Informational brochure *Attending UT's Colleges and Universities*.
Virginia	Better Information Project provides information to middle and h.s. students and parents, including workshops, television programs, booklets, and videos. Booklets include *Middle School Guidebook to College*, *Smart Moves for a Better Future*, *Helping Your Child Get Ready for College*, *Time to Grow*, *You Can Afford College!*, *In Step With Success*, *After High School...What?*, and *High School Guidebook to College*.
West Virginia	*Making High School Count* brochure.
Wisconsin	Two major publications: *Gearing Up for College*, brochure for 7th and 8th graders with admissions and other basic information; and *Introduction to the University of WI System*, with detailed information on each UW institution, admissions requirements, applications procedures, majors available, financial aid, etc. All information, plus the admission application, also available on the World Wide Web.

D-3. Counseling Programs

Arkansas	Programs exist; no further information provided.
California	UC: has programs; no further information provided. CSU: Precollegiate Academic Development Program (PAD).
Florida	Programs exist; no further information provided.
Georgia	Programs exist; no further information provided.
Hawaii	HI Upward Bound--h.s. students visit campus, meet with advisors, and participate in special activities.
Indiana	IN Career and Postsecondary Advancement Center (ICPAC).
Iowa	SISI computer program with information on IA schools and degree programs.
Kansas	Programs exist; no further information provided.
Kentucky	Day on Campus.
Maine	Programs exist; no further information provided.
Minnesota	MNSCU has programs; vary by institution.
Mississippi	College Day.
Missouri	Discussions underway.
Montana	All the MT University System schools have academic advising programs.
Nebraska	University of NE: campuses enhanced their counseling programs to assure that students receive appropriate counseling, including those admitted through "special merit." NE State Colleges: programs exist; no further information provided.
Nevada	Some community colleges provide counselors in local high schools.
New Hampshire	Community Technical College System: School-to-Work.
New York	Some access and equity programs.
Oregon	Annual h.s. visitation program for informational and recruitment purposes.
South Carolina	All the traditional ones exist.
Texas	Academic advising a central component of the Texas Academic Skills Program (TASP). Ten objectives of advisement have been developed, and a survey is administered annually to evaluate this program, resulting in the *Report on Academic Advisement*.
Vermont	VT State Colleges: VSAC Talent Search.

D-4. Bridge Programs

Arkansas	Especially successful for minority or at-risk students.
California	Many campuses have 3-4 week summer bridge programs that are very effective. (One- or two-day orientation programs are much less effective.)
Connecticut	[Eastern CT State University has program.]
Delaware	Programs exist; no further information provided.
Florida	Summer programs.
Georgia	Postsecondary Readiness Enrichment Program (PREP).
Hawaii	University of HI at Manoa: College Opportunities Program for underrepresented minority, disadvantaged, or non-traditional students; includes summer and first-year experiences.
Idaho	Medical Scholars Program.
Indiana	Programs exist; no further information provided.
Iowa	Images/College Bound.
Kansas	Programs exist; no further information provided.
Kentucky	Teacher Bridge.
Maine	Programs exist; no further information provided.
Massachusetts	Programs exist; no further information provided.
Michigan	Programs exist; no further information provided.
Minnesota	Summer scholarship program for low-income students in grades 7-11 to attend a program on a college campus.
Mississippi	Upward Bound. Summer Developmental Program--if student completes this 9-week program, admitted to the university of their choice.
Missouri	High School Academy at Northwest MO State University as part of their MO enhancement from the state ($).
Nebraska	University of NE: both campus-level and disciplinary-based programs regularly scheduled. NE State Colleges: orientation and visitation program.
New Hampshire	USNH: several summer programs for talented h.s. students in math, music, and sciences. Community Technical College System: limited at NH Technical Institute.
New Jersey	College Bound.
New York	Many schools and colleges have been engaged in these activities for some time. CUNY: University Skills Immersion Program: as part of the phase-in of the 4-year degree program requirements, these programs have been jointly developed with the NYC public schools faculty.
North Carolina	Individual campuses offer these.

Oklahoma	1) OK Minority Teacher Recruitment Center's College Partnership Program has summer camps and pre-college work study opportunities. 2) OK Alliance for Minority Participation in Science, Engineering, and Mathematics addresses critical bridges.
Rhode Island	College Readiness Program.
South Carolina	Wide variety of programs exist at the institutions.
Tennessee	Programs exist; no further information provided.
Virginia	Summer transition programs for minority students.
West Virginia	Bridging the Gap, a small but successful pilot project based on distance education technology to reach students in remote areas.
Wisconsin	Programs exist at the institutions.

D-5. High School Students Taking College Courses for Credit

Alabama	State Board of Education has a policy on this for 2-year colleges. Commission on Higher Education currently working with them to establish a statewide policy on early admission and dual enrollment.
Arkansas	Dual credit permitted by state law.
California	Programs exist; no further information provided.
Colorado	Postsecondary Options; senior to sophomore program.
Connecticut	Community colleges and University of CT have separate programs.
Florida	Advanced Placement. International Baccalaureate. Dual Enrollment.
Georgia	PSO and Joint Enrollment.
Hawaii	Programs exist; no further information provided.
Idaho	Advanced Placement and Dual Enrollment programs.
Illinois	Especially at community colleges.
Indiana	Programs exist; no further information provided.
Iowa	Postsecondary Enrollment Options. Advanced Placement.
Kansas	Programs exist; no further information provided.
Kentucky	Dual credit.
Maine	Programs exist; no further information provided.
Maryland	Concurrent enrollment program (system-level).
Massachusetts	Dual enrollment.
Michigan	Programs exist; no further information provided.
Minnesota	Postsecondary Enrollment Options.
Mississippi	Advanced Placement.
Missouri	Advanced Placement. Dual enrollment in high school (dual credit).
Montana	Advanced Placement. CLEP. Dante challenge exams.
Nebraska	In Comprehensive Statewide Plan, Commission supports programs for academically qualified h.s. students: Advanced Placement, dual enrollment, courses offered in the high school by traditional classroom delivery, by instructional technology, or combination.
Nevada	New distance education initiative.
New Hampshire	USNH and Community Technical College System: programs exist; no further information provided.
New Mexico	State funds concurrent enrollment and Advanced Placement exam fees.
New York	Many schools and colleges have been engaged in these activities for some time.
North Carolina	Support for Advanced Placement and International Baccalaureate courses is given in a variety of ways.

North Dakota	Advanced Placement; dual credit enrollment.
Ohio	Postsecondary Enrollment Options Program.
Oklahoma	State Regents' policy encourages the concurrent enrollment of h.s. students. Advanced Placement. International Baccalaureate.
Oregon	Individual campuses may offer college classes to h.s. students for credit, but tuition flow is very problematic for the 4-year sector.
Pennsylvania	State System of Higher Education: programs exist; no further information provided.
Rhode Island	Programs exist; no further information provided.
South Carolina	Institutions may offer college courses at high schools where h.s. students enroll for credit.
South Dakota	Dual enrollment; Advanced Placement.
Tennessee	Programs exist; no further information provided.
Texas	Law provides for dual credit.
Utah	Concurrent enrollment.
Virginia	State policy to encourage as many as possible of the various forms of college-credit work and to assess results: dual enrollment and dual credit programs; Advanced Placement; International Baccalaureate.
Washington	Running Start. College-in-the-High School.
West Virginia	Policy now being developed. To this time, systems have independently adopted initiatives which encourage more opportunities for h.s. students to take college courses.
Wisconsin	Recent policy to encourage h.s. students to participate in various programs to earn college credits; Advanced Placement; Postsecondary Enrollment Options Program.
Wyoming	Dual/concurrent enrollment.

D-6. High School Feedback System

Arizona	AZ High School Report Card--AZ legislature.
Arkansas	Annual Remedial Placement Feedback Report.
California	UC: feedback on performance of students in early outreach programs.
Florida	Required annual reports.
Georgia	Two major systems--one provides aggregate data and the other individual data.
Illinois	H.S. Feedback System for public universities only. Report back ACT scores, number of years of h.s. courses, and freshman courses and grades.
Indiana	[Currently developing feedback system.]
Iowa	Freshman Year Report Summary available to high schools on their students' performance.
Kentucky	Annual *KY High School Feedback Report* mailed to each superintendent and h. s. principal in state.
Louisiana	Success of freshmen is shared with the high schools.
Maryland	*MD Student Outcome and Achievement Report* (SOAR).
Massachusetts	College-to-school report in progress.
Michigan	Feedback system exists; no further information provided.
Minnesota	Not fully developed at state level as yet; MNSCU has feedback system.
Mississippi	Feedback system exists; no further information provided.
Missouri	Performance of h.s. graduates in college.
Nebraska	Coordinating Commission recently amended its Comprehensive Statewide Plan to encourage this; institutions required to report on their actions by 3/98. Univ. of NE: continuous linkages with high schools and community colleges exist to provide clear avenues for meeting university admission requirements.
Nevada	Reports on English and math placement and performance of entering freshmen from NV high schools sent to the schools annually.
New Hampshire	USNH: provides analysis of freshman year grades for all students from each NH high school.
New Mexico	[Not h.s. feedback, but the state funded pilot-testing of a system between one university and several community colleges. The system is available for use by other institutions.]
New York	Feedback system exists; no further information provided.
North Carolina	Report on freshman applications, acceptances, enrollments, and first-year performance.
Ohio	Report on college/university remedial placement to school districts.

Oklahoma	*1) OK Collegiate Success Profiles* is a series of feedback reports provided to high schools that report how each school performs over a 5-year period and how its graduates persisted in or graduated from college and their academic performance. *2)* The *Educational Planning and Assessment System (EPAS)* assesses student performance in the 8th and 10th grades and provides career guidance and performance information to students and high schools as well as feeding college performance information back to the high school once the student has graduated. 3) The *OK High School Indicators Project* is an annual report that provides mean ACT scores, h.s. GPA distribution data, and 3-year, average linear college-going rates.
Oregon	Provides "performance reports" to high schools with aggregated information on GPA and courses taken by their students.
Pennsylvania	State System of Higher Education: Expand guidance system.
South Carolina	State law requires feedback from colleges to high schools on freshman performance.
South Dakota	Annual report on placement and first year performance.
Tennessee	Feedback system exists; no further information provided.
Virginia	Feedback system exists; no further information provided.
Washington	Feedback system exists; no further information provided.
West Virginia	Annual Report Card. In-state college-going rate survey.
Wisconsin	Joint program between UW System and the State Department of Public Instruction provides feedback to public high schools on the performance of their graduates who attend UW institutions.

D-7. Programs That Bring High School and College Faculty Together

Alaska	Writing Consortium. Math Consortium.
Arkansas	Statewide network since 1989.
California	[Nothing statewide; some regional activities.]
Colorado	K-12 Linkage Grants.
Connecticut	Federally-financed "Professional Development Schools."
Florida	Programs exist; no further information provided.
Georgia	Academic Alliances are part of local P-16 councils.
Hawaii	Programs exist; no further information provided.
Indiana	Programs exist; no further information provided.
Iowa	Regents Committee on Educational Relations--conferences and workshops.
Kansas	Programs exist; no further information provided.
Kentucky	Partnership for Reform Initiatives in Science and Mathematics (PRISM) designed to improve teaching in science, math, and technology.
Maine	Programs exist; no further information provided.
Maryland	Establishment of the Core Learning Goals. Development of CLC assessment specifications, Career Connections Blended Instruction work sessions, integration of work-based learning faculty grants.
Massachusetts	Programs exist; no further information provided.
Michigan	Programs exist; no further information provided.
Minnesota	[MNSCU: programs in process.]
Mississippi	Eisenhower Professional Development Program.
Missouri	Professional development centers for h.s. school teachers at selected 4-year colleges and universities.
Montana	MT Academic Forum: higher education people meeting with K-12 leaders.
Nebraska	University of NE: disciplinary-based meetings quite common. NE State Colleges: entry year assistance program; work with first-year teachers.
New Hampshire	Community Technical College System: School-to-Work.
New Mexico	[No statewide programs, but some discipline groups (English, math) voluntarily organized.]
New York	Programs exist; no further information provided.
Ohio	Eisenhower Professional Development Programs, Early English Composition Assessment Program, Systemic Change Initiatives, and a proposed new "Learning Extension."

Oklahoma	1) All college teacher education faculty required to teach in the public schools a minimum of 10 hours per year. 2) All postsecondary teacher education programs must establish a professional development committee that includes at least one public school classroom teacher as a member.
South Carolina	State Curriculum Framework Taskforces; Tech Prep Consortia; Council on Educational Collaboration.
South Dakota	K-12 linkage programs at each university.
Tennessee	Programs exist; no further information provided.
Texas	Centers for Professional Development and Technology involve h.s. and college faculty. Eisenhower Professional Development Program.
Virginia	Faculty from the 2- and 4-year colleges and universities often come together to discuss required student competencies per student level.
Washington	College-in-the-High School being developed.
West Virginia	Institutions in the State College System have adopted academic alliances with high schools.
Wisconsin	WI Advanced Placement Advisory Council and workshops in Advanced Placement; UW System Competency-Based Admission Project; Advisory Committee to State Superintendent of Public Instruction; collaboration with Department of Public Instruction on K-12 content standards and teacher licensure requirements.

D-8. Professional Development for High School Teachers, Counselors, and Other Staff

Alaska	Staff development network.
Arkansas	National Science Foundation Systemic Initiative.
California	UC and CSU jointly sponsor annual counselor conferences for h.s. counselors.
Colorado	Eisenhower federal program.
Delaware	Programs exist; no further information provided.
Florida	In-service.
Georgia	Programs exist; no further information provided.
Hawaii	Programs exist; no further information provided.
Idaho	Numerous in-service teacher education programs.
Illinois	Eisenhower grants.
Indiana	Programs exist; no further information provided.
Iowa	Numerous in-service training opportunities provided by the universities including the Eisenhower program.
Kansas	Programs exist; no further information provided.
Kentucky	Advanced Placement training.
Louisiana	Programs to improve teaching of math and science.
Maine	Programs exist; no further information provided.
Maryland	Eisenhower programs available through grants.
Massachusetts	Programs exist; no further information provided.
Michigan	Programs exist; no further information provided.
Minnesota	MNSCU: programs exist; no further information provided.
Mississippi	Eisenhower Professional Development Program.
Missouri	Professional development centers for h.s. teachers at selected 4-year colleges and universities.
Montana	Requirement to upgrade certification.
Nebraska	Eisenhower program. University of NE: disciplinary-based programs regularly scheduled. NE State Colleges: programs exist; no further information provided.
Nevada	Professional development for K-12 teachers in use of computers and the Internet.
New Mexico	Primary example is Eisenhower Professional Development Program.
New York	Professional development training for teachers.
North Carolina	Eight regional workshops for h.s. counselors conducted in November/ December each year.

North Dakota	Programs exist; no further information provided.
Ohio	Eisenhower Professional Development Programs, Early English Composition Assessment Program, Systemic Change Initiatives, and a proposed new "Learning Extension."
Oklahoma	1) State Regents' staff meet with h.s. principals and counselors in annual workshops on higher education policy. 2) Quality Initiative Grants used to fund innovative teacher preparation programs, including a Professional Development School.
Oregon	In the form of continuing and graduate education, non-credit workshops, etc.
South Carolina	Eisenhower Professional Development Program. Institutional programs for h.s. personnel.
South Dakota	Handled by the State Department of Education.
Tennessee	Programs exist; no further information provided.
Utah	[Not formally. Some occur through Eisenhower math/science grants.]
Virginia	Participates in the federally-sponsored Eisenhower program.
Washington	Not at Coordinating Board, but activities in connection with institutions, Superintendent of Public Instruction, Goals 2000, Commission on Student Learning, etc.
Wisconsin	Eisenhower federal program; annual workshops for h.s. guidance counselors.

D-9. Resource-Sharing Programs

California	Most common among community colleges and high schools in rural areas.
Florida	Programs exist; no further information provided.
Hawaii	Programs exist; no further information provided.
Idaho	ID Education Technology Initiative.
Indiana	Purdue instrumentation project (Science-in-a-Van).
Iowa	Offered by Area Education Agencies and IA Department of Education.
Kansas	Programs exist; no further information provided.
Kentucky	Model lab school students use facilities at Eastern KY University.
Maine	Programs exist; no further information provided.
Michigan	Programs exist; no further information provided.
Mississippi	Programs exist; no further information provided.
Missouri	State plan for postsecondary technical education and related funding.
Nebraska	University of NE: programs exist; no further information provided. NE State Colleges: CSC Math/Science Learning Center for teachers to check out AV materials for classroom instruction.
Nevada	Computer labs shared by community colleges and local school districts.
New York	CUNY: programs exist; no further information provided.
Ohio	Tech Prep.
South Carolina	Some of this exists; not extensive.
Tennessee	Programs exist; no further information provided.
Virginia	Programs exist; no further information provided.

D-10. Other Student Preparation Programs

Georgia	[Currently proposing use of the Early Mathematics Placement Exam.]
Idaho	H.s. counselors report back to Board and to Board's Admission Committee.
Indiana	Core 40 (40 h.s. units that students should take to prepare for college) adopted in 1994. Efforts being made to tie this to college admission.
New Jersey	School-to-Work Opportunities.
North Carolina	Early Math Placement Testing (EMPT) program being started by the university system office and offered to students in high school when they complete algebra II. The test informs students, teachers, and parents about how they would be placed in math at each of the 16 UNC institutions. The program is modeled after a similar program in OH and is intended to reduce the need for remedial math courses in college.
Ohio	[1997 report recommends developing and applying a continuum of assessment and intervention strategies, building on the Early Math Placement Test (EMPT) and the Early English Composition Assessment Program (EECAP).]
Oklahoma	Have established the Student Information Services Hot Line that h.s. students or parents can use to learn about student preparation information.
Wisconsin	Expanded Early Math Placement Testing (EMPT) statewide.

Summary of Statewide Remediation Policies

E-1. Determining Whether Remedial Credits Count Toward Full-time Status for Financial Aid Purposes

Alaska	Do count if the remedial courses are part of a full-time course of study recommended by an advisor.
Arkansas	Do count.
California	Do count for all systems.
Connecticut	Policy exists; no further information provided.
Florida	Policy exists; no further information provided.
Hawaii	Policy exists; no further information provided.
Illinois	Do count.
Kansas	Do not count.
Kentucky	Policy exists; no further information provided.
Minnesota	Do count.
Mississippi	Policy exists; no further information provided.
Missouri	Do count.
Montana	Certain math courses (e.g., h.s. diploma equivalent) do not count.
Nebraska	NE State Colleges: policies exist at the system level; no further information provided.
New York	NYS Tuition Assistance Program.
Ohio	Counts for English and math as long as for degree-granting program.
Oklahoma	Policy exists; no further information provided.
South Carolina	Do count.
Tennessee	Policy exists; no further information provided.
Texas	State policy permits a student to complete one full year of remedial work while receiving financial aid.
Utah	[No statewide policy exists, but do count.]
Virginia	Policy exists; no further information provided.
Washington	Policy exists; no further information provided.
Wisconsin	Do count.

E-2. Determining Whether Remedial Credits Count Toward Graduation Requirements

Arkansas	Do not count, by state law.
California	CSU: do not count.
Colorado	Do not count.
Connecticut	Do not count, by board regulation.
Hawaii	Policy exists; no further information provided.
Illinois	Do not count.
Kansas	Policy exists; no further information provided.
Kentucky	[No statewide policy exists, but do not count toward graduation.]
Louisiana	Do not count.
Maryland	Do not count.
Minnesota	Do not count if numbered below 100.
Mississippi	Policy exists; no further information provided.
Montana	This is done by individual institutions.
Nevada	Do not count at universities or community colleges.
New York	State policy exists; no further information provided. CUNY: do not count.
Ohio	[Institutional policy.]
Oklahoma	Do not count, by State Regents' policy.
South Carolina	Do not count by state policy.
South Dakota	Non-degree credit.
Tennessee	Policy exists; no further information provided.
Texas	Do not count.
Virginia	Do not count.
Washington	Do not count.
West Virginia	Do not count.
Wisconsin	Do not count.

E-3. Limiting Which Institutions or Sectors May Offer Remedial Courses

Arizona	By policy, universities may offer courses numbered 100 or higher. Traditionally, courses numbered below 100 are presumed to be below college level.
California	[No current policy; CSU plans to limit the amount of remediation provided as of 2006.]
Colorado	Only 2-year colleges may offer remedial courses and claim funding.
Florida	Generally, universities may not offer remediation.
Georgia	Currently in phase-in period; begins 2001.
Hawaii	Colleges and university may not offer remedial courses for credit.
Kentucky	[Studying remedial education; may in the future limit it to certain sectors.]
Massachusetts	New policy limiting percentage of entering freshmen who may be enrolled in remedial courses at state colleges and university: for fall 1997, 10% of entering freshman class; for fall 1998 and later, 5% of entering freshmen.
Mississippi	Policy exists; no further information provided.
Missouri	Based on admission typology only, open enrollment and moderately selective institutions are to offer.
Montana	New policy being considered: under normal circumstances, state support for developmental education will be limited to community colleges and colleges of technology.
Nebraska	Primary responsibility assigned to community colleges through the Comprehensive Statewide Plan.
Oklahoma	[No statewide policy, but State Regents are on record as noting that remediation should be focused at the 2-year colleges and reduced at the regional and comprehensive universities.]
Rhode Island	[Study just being completed to look at remedial education in the RI system of public higher education.]
South Carolina	Recent policy limits remedial education to 2-year institutions; 4-year institutions are in process of phasing out; 4-year institutions may contract with 2-year institutions to offer remedial education.
Texas	Does not limit, but requires every public institution to offer, or contract with another institution to offer on its behalf, remedial instruction necessary to comply with TASP.
Virginia	1996 state law that "to the extent practicable, the senior institutions of higher education should make arrangements with community colleges for the remediation of students accepted for admission by the senior institutions."

E-4. Restricting the Amount or Source of Funding for Remedial Coursework

Alaska	[No current policy, but discussions are beginning on this topic.]
Arkansas	State law caps amount to be spent.
California	CSU: policy exists; no further information provided.
Florida	Policy exists; no further information provided.
Hawaii	Policy exists; no further information provided.
Idaho	General education appropriation and fee(s).
Kansas	Determined informally.
Kentucky	[No statewide policy exists, but studying remedial education and may in the future restrict this.]
Louisiana	Regents' policy allows funding for 3 attempts in a given subject area.
Montana	Up to the discussion of the units.
New Mexico	State does not fund remedial work at our 3 doctoral institutions.
New York	State policy exists; no further information provided. CUNY: at 4-year colleges, maximum of 2 semesters of remediation is available.
Oklahoma	[Do not restrict funding for remedial coursework per se. Postsecondary institutions are authorized to charge students a supplemental remediation fee which has a set maximum that is scaled higher for comprehensive universities than for 2-year colleges.]
Oregon	[No statewide policy exists, but most, but not all, remedial work has been moved to the "self support" basis, meaning students pay extra for this or go to nearby community colleges to do remedial work.]
South Carolina	Since 1994, state funding for remedial education in the 3 research universities has been prohibited.
South Dakota	State support or self-support.
Texas	A university may include in its course inventory a maximum of 12 semester hours of remedial coursework (6 math; 3 reading; 3 writing) for which SCHs may be included in base period reporting for state formula funding.
Utah	State-funded at the community colleges only.
Virginia	1992: General Assembly removed the general fund portion of the differential between remedial and lower-level instruction from all senior institutions except historically black 4-year colleges. Presently, can offer remedial courses, but must use nongeneral funds to do so.
Washington	[No current policy, but still being evaluated by the legislature.]
Wisconsin	Policy states that remedial courses shall be offered on a fee recovery basis.

E-5. Offering Innovative Delivery Systems Other Than Courses, Such as Computerized Delivery or Tutoring

Alaska	[No statewide policy exists, but system administration is promoting computerized delivery products.]
Arkansas	Policy exists; no further information provided.
California	CSU: provides mediated and computerized remediation programs.
Colorado	Technology/interactive learning is eligible for funding.
Florida	Policy exists; no further information provided.
Hawaii	Rainbow Advantage Program for at-risk and other students. Students take 18 credits together, including a foundation course; engage in service learning; and are offered dozens of services, including weekly meetings and tutoring.
Idaho	Board assigns this to the institution.
Kansas	Policy exists; no further information provided.
Maine	CAPS/NYNEX Computer Connection.
Maryland	Interactive Video Network (system-wide).
Mississippi	Policy exists; no further information provided.
Montana	Some distance education courses offered.
New Hampshire	Community Technical College System: policies exist; no further information provided.
Oklahoma	Many individual institutions offer these.
Tennessee	Policy exists; no further information provided.
Texas	Policy permitting and encouraging a wide array of educational technologies for distance education and on-campus instruction, including remediation.

E-6. Offering or Requiring *Summer* Remedial Course Enrollment

Arkansas	Summer program for h.s. juniors.
California	UC: many campuses strongly encourage new freshmen to complete their remedial courses in the summer before their first fall. CSU: summer bridge program.
Connecticut	Policy exists; no further information provided.
Florida	Policy exists; no further information provided.
Hawaii	Policy exists; no further information provided.
Idaho	Policy exists; no further information provided.
Kansas	Policy exists; no further information provided.
Mississippi	Policy exists; no further information provided.
Montana	Some courses provided through continuing education.
New Hampshire	Community Technical College System: policies exist; no further information provided.
New York	State policy exists; no further information provided. CUNY: for students in the special opportunity programs, summer immersion is required. For students who fail one or more placement tests, summer immersion is strongly recommended.
Rhode Island	Policy exists; no further information provided.
Tennessee	Policy exists; no further information provided.
Texas	Students failing one or more sections of TASP must take remediation during every semester enrolled, including summer. All TASP policies apply in the summer.

E-7. Defining When Students *Must* Take Remedial Coursework Versus When Remedial Coursework is *Recommended*

Arizona	[Policy directs the universities to offer programs to assist students in satisfying conditions of admission but not specific remedial coursework.]
California	System-level policies that students must take remedial courses if they fail placement exams. CSU: new board policy requires remediation to be taken during first term of enrollment.
Florida	Policy exists; no further information provided.
Georgia	Mandatory Placement Exit.
Idaho	Board's policy assigns this issue to the institution.
Kansas	Policy exists; no further information provided.
Minnesota	[MNSCU: policy exists for 2-year institutions; no further information provided]
Mississippi	Policy exists; no further information provided.
Montana	Determined by units through use of test scores.
New Hampshire	Community Technical College System: policies exist; no further information provided.
New York	CUNY: policy exists; no further information provided.
Ohio	[Institutional policy.]
Oklahoma	According to system policy, remedial coursework is mandatory for non-adult first-time freshmen whose assessment indicates a lack of academic preparation. Students must complete all remediation coursework within their first 24 semester credit hours.
Tennessee	Policy exists; no further information provided.
Texas	Board policy that institutions have flexibility in making individualized judgments about the nature and extent of remediation.
Virginia	1989 Report of the Joint Task Force on Remediation states that "students assessed as needing remedial education must be *required* to take and complete successfully remedial courses before taking any course for which they are a prerequisite." Specific competencies as well as levels of instruction (pre-developmental, pre-requisite developmental, co-requisite developmental, and unrestricted) are defined, along with guidelines for which level(s) of courses must be taken.
West Virginia	State College System has established minimum scores on specified tests for Math and English. Students with scores below cut-off must be placed in remedial courses.
Wisconsin	New freshmen needing remediation must complete remedial courses prior to completing 30 credits.

E-8. Defining When and How Students Move from Conditional to Regular Status

Arizona	Policy gives students one calendar year to correct conditional admissions deficiencies, but not *how* they should be corrected.
Arkansas	Conditional/unconditional admission standards.
Florida	Policy exists; no further information provided.
Georgia	Must pass exit exam within 4 quarters of enrollment.
Idaho	At the institution per Board instruction.
Kansas	Determined at institutions.
Montana	Up to individual units.
Ohio	[Institutional policy.]
Oklahoma	State Regents' Retention policy states that students may not be released from probation status until their retention GPA rises above the retention standard of 2.0 (1.7 for students with less than 30 accumulated credit hours). In addition, students enrolled in provisional summer programs must achieve a "C" or higher in all coursework before being eligible for regular admission.
South Carolina	1995 statewide remedial education policy provides that successful completion of highest level of remediation shall allow student to take first level college-level course in that subject.
Tennessee	Policy exists; no further information provided.
Texas	Must complete remediation and pass that section of TASP to enroll in college-level courses in same content area.

E-9. Other Remedial Policies

Oklahoma	1) System policy permits students to remove h.s. curricular deficiencies by scoring 19 or higher on the ACT in the relative subject area. Institutions may use their own assessment instrument as a second measure for deficiency removal. 2) System policy requires students with basic skills deficiencies (math) to take 0-level coursework and requires reading-proficient students with content deficiencies (history) to take extra college-level coursework.
South Carolina	1995 statewide policy calls for a common system of remedial courses, including: 1) common course competencies; 2) common course numbering; 3) common course syllabi; 4) common course evaluation system for student performance; and 5) a common statewide tracking system for determining satisfactory progress in remedial studies. All of this remains to be implemented/developed.
Texas	See *TASP Policy Manual, 1996 Update* for detailed policies pertaining to the Texas Academic Skills Program.
Washington	Coordinating Board recommended policy to limit percentage of students enrolled in remedial courses to the percentage of freshmen it enrolled under alternative admissions policies.

APPENDIX F

Summary of Statewide Use of Incentive Funding to Promote Institutional Change Regarding College Admissions, Student Preparation, and Remediation

Alabama	[Not currently, but looking at possible policy in the area of performance-based budgeting. Such policy might address admission and remediation.]
Arkansas	Performance funding to improve retention of all students and of remedial students.
Colorado	Legislature established K-12 Incentive grants as a special policy area. Grants are performance-based and fall into 2 categories: pilot projects and implementation grants.
Florida	[Not yet; it's coming.]
Georgia	The Georgia P-16 Initiative provides challenge grants to local/regional P-16 councils.
Illinois	Higher Education Cooperation Act (HECA) grants are available for student preparation programs.
Maine	State appropriations for higher education.
Massachusetts	Performance Improvement Program grants for admissions standards and student remediation.
Mississippi	Computer labs and additional funding to hire faculty and staff.
Missouri	Funding for Results component of Higher Education Budget Recommendations.
Nevada	Community college developmental courses funded on an 18:1 student faculty ratio, compared to regular 21:1 or 23:1 ratios.
Ohio	For student preparation--*Building Blocks*. [1997 report recommends new funding approach that would provide incentives to focus on college success.]
Oklahoma	1) Quality Incentive Grants used to encourage innovative teacher preparation programs and manage Eisenhower federal funding on a competitive basis for teacher professional development. 2) Summer Academies. 3) Grants also provided through the OK Minority Teacher Recruitment Center to encourage minority high school students to attend college.

Oregon	In one respect: the legislature has provided significant funding to K-12 toward development of mandated school reform. (No funds to higher ed.)
South Carolina	Indirectly. New performance indicator funding rewards graduation rates and higher SAT scores.
Virginia	Remedial courses in English, math, and ESL are funded on a ratio of 1 faculty member to 15 students compared to college general ed of 1-to-22. Pre-collegiate programs offer incentive funding.
Washington	1) Admissions Standards project. 2) K-12 Educational Reform efforts--funding for Certificate of Mastery standards and for teacher training.

APPENDIX G

Summary of Statewide Data Collection and Research Efforts to Evaluate the Effectiveness of Admission, Student Preparation, and/or Remediation Policies and Programs

Alabama	[In initial stages of developing a student unit database that will probably provide some data regarding these.]
Alaska	[These studies are just beginning.]
Arizona	AZ Board of Regents collects this data.
Arkansas	Data collected; no further information provided.
California	CPEC: periodic evaluations of % of public h.s. graduates eligible for freshman admission. Evaluation of state-supported student preparation programs. UC: eligibility and validity studies. CSU: recently completed a major study of remedial activities.
Colorado	Since 1986, has had a policy database that relies on individual student data on enrollment, admission, graduation, and financial aid. From this database, possible to identify changing patterns in the system and correlate the changes to policy changes.
Florida	Retention research; have data on relationship between admissions requirements and retention.
Georgia	University System collects student data to monitor the effectiveness of the admissions policy, student preparation (college preparatory curriculum, high school GPA, and SAT/ACT test scores), and placement into and exit from remediation. Also developing a P-16 linked student database to allow for monitoring and supporting student progress from pre-school through postsecondary education.
Hawaii	[Have data on effectiveness of College Opportunities Program and Special Student Services.]
Illinois	Data collected. 1996 report *Student Preparation for College*.
Indiana	[No current studies; however, discussions under way to begin to collect data in our unit record Student Information System which would allow the state to analyze the impact of student preparation on student persistence/ retention.]
Iowa	*Annual Report on Student Retention and Graduation. Annual Report of the Regent Committee on Educational Relations. Annual Report of the Regents Registrars and Admissions Officers Committee. Persistence at the State Universities.*
Kansas	[Will do this in a more systematic manner.]
Kentucky	Annual accountability reports provide an analysis of the effectiveness of remedial programs.
Louisiana	[Not at Board of Regents, but Department of Education collects data on remediation at the secondary level for the state-mandated Graduation Exit Examination.]

Maine	[Department of Education.]
Maryland	*A Study of Remedial Education at Maryland Public Campuses* (1996). *Relationship Between High School and College Performance by Maryland Students: Student Outcome and Achievement Report* (1996 and 1997).
Massachusetts	Gathering data on freshman class.
Michigan	Community colleges only through Michigan Department of Education utilizing federal funds.
Minnesota	At system level.
Mississippi	In process.
Missouri	*Enhanced Missouri Student Achievement Study. Progress Toward the Suggested Statewide Public Policy Initiatives and Goals for Missouri Higher Education* (1996).
Nebraska	NE State Colleges: *Entering Freshman Profile Report.*
Nevada	Feedback is provided to the high schools on the performance of their students in freshman English and mathematics courses.
New Jersey	Collect data on the state's College Bound program and will be doing so on an even more systematic basis in the coming year(s).
New Mexico	State-level unit-record database is being used to generate student tracking and program completion analyses.
New York	Cohort retention/graduation data reported by all institutions.
North Dakota	*Review of Policy 402.2: Admission Requirements for Baccalaureate and Graduate Campuses* (1996), examining the impact of statewide admissions requirements in effect since 1993.
Ohio	Statewide data collection and publication of annual remediation rates.
Oklahoma	The Unitized Data System collects statewide information on admissions, student preparation, and remediation. Among the reports produced are the biennial *Admission Policy Impact Study* (1996), the *Annual Student Assessment Report* (1997), the *Collegiate Success Profile, Course Placement Report*, and several Oklahoma High School Indicators Project reports.
Oregon	Graduation/retention studies, transfer studies, etc.
South Carolina	Look at compliance with course prerequisites, numbers enrolled in remediation, and graduation rates. Since 1993, have been tracking retention of provisionally-admitted students to ascertain their success rates. By 1997, the State Board for Technical and Comprehensive Education is to have a complete data system for evaluating all students in remedial studies, since by 1995 policy, remediation is assigned to the 2-year sector.
South Dakota	High school feedback report.
Tennessee	Reports are produced by governing boards.
Texas	*Annual Report on the TASP and the Effectiveness of Remediation.*

Utah	The biennial *Assessment and Accountability Report* contains information on these factors.
Virginia	All public institutions required to assess the performance of students enrolled in remedial courses who subsequently enroll in college-level courses, and compare the results to students who enrolled only in college-level courses. Four-year institutions required to share with 2-year colleges data that can be used to evaluate how former community college students perform after transferring.
Washington	Re-validate admissions index periodically. Track numbers of students in remedial courses. Track retention and graduation rates. Will also occur as part of the Admissions Standards project.
West Virginia	Newly developed system initiatives relate to student retention and performance. Likely that as these initiatives are implemented, data on effectiveness in these areas will be forthcoming.
Wisconsin	Produce annual research briefs, including *The New Undergraduate Class, New Freshman Outcomes: Retention and Graduation,* and *Report on Remedial Education in the UW System: Demographics, Remedial Completion, and Retention and Graduation.*
Wyoming	[None currently, but initial efforts underway.]

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